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PROCEEDINGS

OF THE

THIRTIETH ANNUAL CONVENTION

OF THE

Association of Colleges and Preparatory Schools
of the Middle States and Maryland

1916

HELD UNDER THE AUSPICES OF

GOUCHER COLLEGE, BALTIMORE, MD.

FRIDAY AND SATURDAY, DECEMBER 1st and 2d, 1916

PUBLISHED BY THE ASSOCIATION

1917

NOTICE

Extra copies of the Proceedings of the Association may be secured without charge from the Secretary by any officer of a College or School holding membership in the Association.

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The next Convention of the Association will be held at Vassar College, Poughkeepsie, on the Friday and Saturday following Thanksgiving, 1917.

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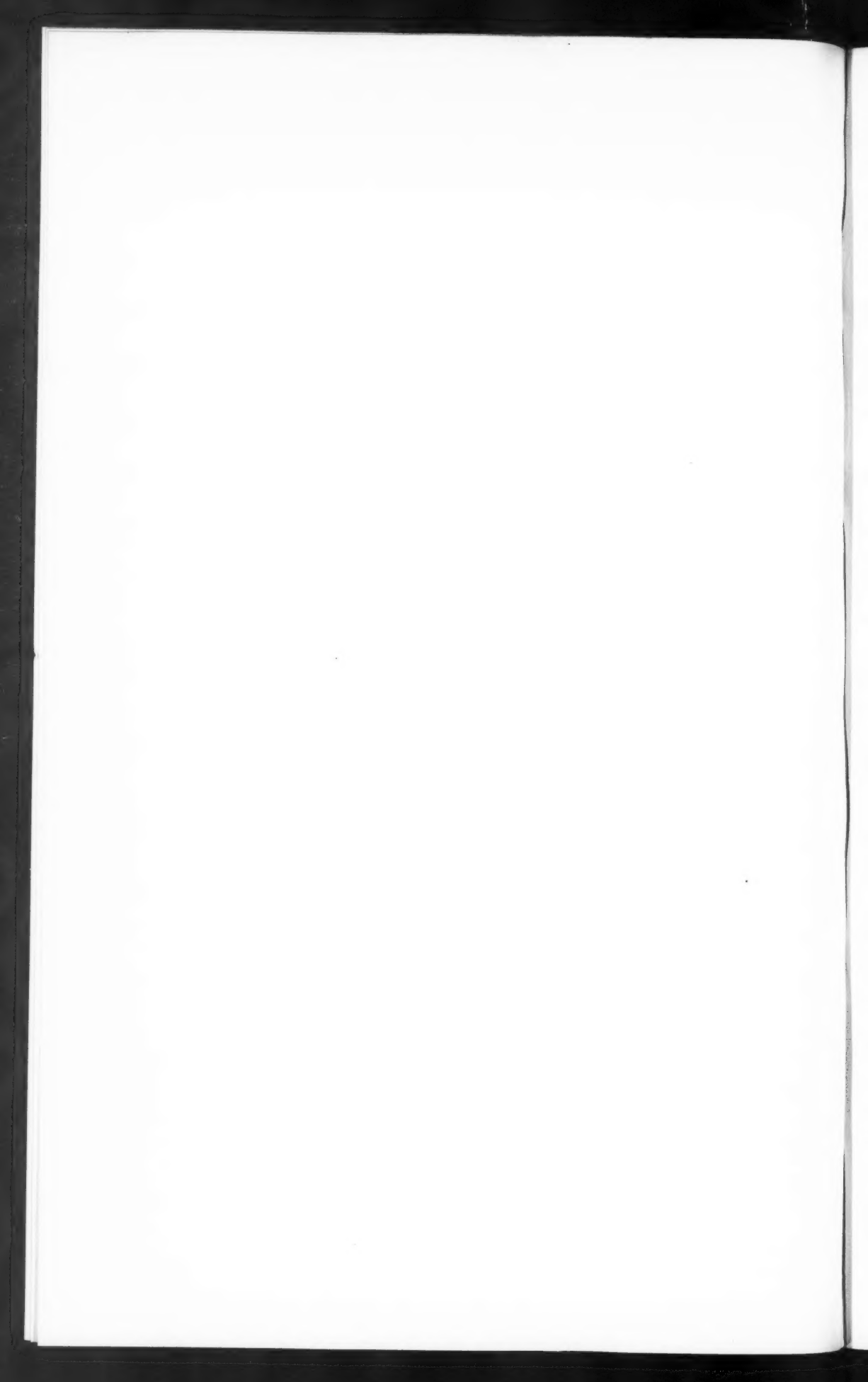
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PROCEEDINGS
OF THE
Thirtieth Annual Convention

FIRST SESSION

Friday, December 1st at 10.15 A. M.

President KATHARINE E. PUNCHEON, presiding

ADDRESS OF WELCOME

PRESIDENT WILLIAM WESTLEY GUTH, GOUCHER COLLEGE

Madam President, members of the Association, and visitors, you do not want me to waste your time, I take it, on an address of welcome. We would show our greetings in deeds rather than words. We give you all that we have. We might well wish that we had more to give, but we do not make apology. When these buildings were constructed less than thirty years ago, they were surrounded by vacant lots and cornfields. We were a quarter of a mile north of the extreme northern boundary of the city. Johns Hopkins University was a mile to the south of us. Now, we are surrounded by dwellings; business is rapidly pushing this way and Johns Hopkins is a mile to the north of us.

We have no campus in a sequestered place to offer you. This might seem to be a disadvantage. We consider it a real asset. Baltimore is our laboratory and we strive to take every advantage possible of the opportunity which this large city gives us. In fact, the city phase of Goucher College is so pronounced that I believe our problem and privilege would be the same were we to play leap-frog with Johns Hopkins, jump over its present site and land a mile or two to the north of it. Whether that will be necessary in the years to come, we do not know. In any event, we shall not want to lose our distinct place in the city environment.

The addresses for this occasion are undoubtedly written, and any reference we might make will not change the discussion. We bid you welcome. We want to profit by your wisdom and experience. We trust, however, that your conclusions will not be like the award of merit in a large high school recently, where the first prize for the longest shotput went to a girl and the honors for the best fruit cake to a boy.

RESPONSE

PRESIDENT PUNCHEON

Reference to the program will indicate that the welcome of the Goucher College is to be expressed in deeds as well as in words. When Goucher College extended to us an invitation to come here, the Executive Committee accepted that invitation with great alacrity, believing that we could not bring the Association to a city or to a college where we would find greater pleasure and greater profit.

We are happy to be here and we are indebted to Doctor Guth for the pleasant and cordial welcome.

AIMS, IDEALS AND ACCOMPLISHMENT-TO-DATE
OF THE COLLEGE ENTRANCE EXAMI-
NATION BOARD

PROFESSOR BYRON S. HURLBUT, HARVARD UNIVERSITY.

It is most appropriate and becoming that the Association of Colleges and Preparatory Schools of the Middle States and Maryland should at an annual convention take time to consider the "Aims, Ideals and Accomplishment-to-date of the College Entrance Examination Board," for it is a truth universally acknowledged that no one has a better right to ask what a child has accomplished—whether it has justified its being—than the parent which gave it birth; nay, it is more than a question of right, it is a duty. You are, therefore, but doing your duty in putting this subject on your programme; and since all educational America knows what your child has done and is trying to do, you are quite justified in putting the discussion of your child first on the programme (and shall I say in the most conspicuous place?), and then smoothing the breadths of your best black silk, folding your hands in your lap, and smiling that complacent smile which says more forcibly than any words can say, "It's only what I knew the child would do." Perhaps someone may here interject the remark, "It does not seem quite modest for you, sir, who, we know, have been a member of the Board, and have had the honor of being its chairman, in praising the Board, thus incidentally to impute glory to yourself." This I immediately disclaim. I have had the honor, I grant, but I here admit frankly that I did nothing. I simply sat up straight, held the reins, and looked as if I did the steering, while my good friend and able colleague in the Board, the gentleman who will follow me and really tell you something, who from the inception of the Board has ungrudgingly given it unfailing and unstinted service, to whom the Board owes a debt which never can be paid, whispered in reply to my anxious questions, "Pull a little harder on the right rein; just fleck that fly from the flank of the off-horse," and other kindred and ever wise directions, so that I have come through triumphantly, laid down the reins,

and the never-needed whip, and stand bowing before you, bright in a glory no whit of which (I am shamefully conscious) belongs to me, prepared, if you will let me change my figure, to sing my swan song as a member of the Board. Indeed, I am really past even that; I am dead; my successor has been appointed. So much for prologue.

But may I say, in all seriousness, that I hope that this organization realizes the debt which is due to the unselfish service of Wilson Farrand, your representative in the Board? He has been far-sighted, wise in counsel, liberal, broad-minded, never selfish in his point of view, looking to the good of the College as well as that of the school, irenic. Serving from the very institution of the Board, he has contributed mightily to the success of what, from many points of view, is one of the most important steps in the whole history of American education.

Now to the headings of the appointed subject. So far as the first two are concerned, the aim and the ideals of the Board, there is, strictly speaking, no real need of a word from me; perhaps I had better say, there would be no need, were it not for the ingrained habit of man, never, unless he is absolutely driven thereto, to read the formal printed report of any organization. (Of course, I except the various speakers, each of whom reads for grammatical and rhetorical purposes and correction his part of the proceedings—which is why our recollection of a discussion differs so much from the printed report—which, in turn, disproves my statement that nobody reads the reports.) Generally speaking, gems of thought are as safely buried there as E. S. Martin says money may be buried in roads on a private estate—not even the tax gatherer can get at it.

If you will go back to the most memorable meeting of this Association, a meeting memorable also in the history of American education, that held at the State Normal School in Trenton, seventeen years ago this very day, Friday, December 1, 1899, you will find in the inspiring paper of Nicholas Murray Butler, and the subsequent comments of President Eliot upon this paper, a clear statement of what the experience of seventeen years has shown to be the fundamental aims and ideals of the College Examination Board. The pro-

portions are a bit changed; one function that then was thought to be but temporary, time has shown to be permanent and most important; ancillary functions have naturally developed; details as then suggested have been altered; but, generally speaking, the plan as then outlined has proved to be, in a remarkable degree, just what was needed to bring about this great and beneficial change.

For the schools and the colleges themselves at that time, although the latter did not know it, the situation was about as bad as it could be. The root of the trouble Dean Butler named in his opening sentence: "It has long been my belief," he said, "that most of the difficulties which have attended and still attend the relation between secondary schools and colleges grow out of what may properly be called our educational atomism."

"Educational Atomism." Those of you who were teaching seventeen years ago, and most of those who were then preparing to enter college, know how great that evil was. For it the colleges were chiefly responsible. Thirty odd years ago I was preparing for college in the high school of a good-sized Massachusetts city. We were a class of eight or ten boys and girls, remarkably homogeneous so far as our choice of college was concerned. All of us except one were preparing for the Harvard examinations. That one was going to a medical school, so all that she needed was to learn to read easy Latin and French. She could go along with us. Yet that we were going to Harvard necessitated our being put into a class by ourselves, apart from the others, who were taking the so-called "Four Year Latin Course;" and even then, I remember, I had to have special tutoring from a Harvard graduate to prepare me for an examination in Greek prose composition. In the class above us were some fellows getting ready for the Institute of Technology. For them a special course in mathematics had to be provided. If that was the situation in a high school, but very few of whose students went to college, what must it have been in academies and private schools sending pupils to a variety of colleges? Intolerable. I do not see how the schools endured it, with their Harvard, their Yale, their Princeton, and all their other sections, "getting up" their pupils in those irritating tag-ends and odd bits of knowledge, without which raucous and intemperately itinerant professors in-

sisted, "No student is prepared to enter upon and carry through successfully the work of *our* college." Tithes of mint, anise, and cummin. With that complacency we, departmental, college teachers settled back when a new definition of a requirement in *our* particular subject was complete. At Cambridge we pursed our lips and smacked them with satisfaction, as we said calmly, clearly, and firmly, "It takes one year more of preparation to enter here than at any other gate;" and if a youth who had started in that broad and easy path which led—I suppose *we* said downward to Yale, (do not all broad and easy paths lead downward?) repented and saw the error of his way, we would let him into our high perched Pisgah, provided he could pass the "advanced examinations" in the subjects in which he had passed the Yale preliminaries; but I do not think that our magnanimity ever went far enough for us to forget the irregularity of his admission. If ever he went astray, someone was sure to say, "You know how he was prepared: he had the *Yale* preliminaries." I do not know what would have happened had one bound Princetonward recanted. I do not know that one ever did; I never heard of one; but I am sure that nothing could have saved such an one, except thorough regeneration, the complete putting off of the old man by a rigid examination from the very beginning of things. You think I exaggerate? I am mild as a sucking dove. I have heard an otherwise seemingly sane Professor of the Classics, a dear colleague of mine, declare that a boy had "absolutely no knowledge of Latin" if he did not offer Cæsar, Virgil, and prose composition at *one* examination. At least, I think that is what he said. It may have been the opposite. It doesn't matter. I know one thing—he was absolutely dogmatic. (I find it difficult to remember in these days when, only a brief fortnight ago, a dear youth, a learned lad (he seemed that) fresh from Athens, from whom I was modestly seeking advice for my own boy's Greek, told me that Zenophon was "the worst thing possible to start a boy on," "a mere patois." I never dared tell that colleague of mine that the late Frank Dempster Sherman, coming from Columbia to Harvard, and "required to satisfy" the entire Harvard admission requirements in Latin (he had had nothing but "the Columbia Latin"), confided to me that he "got up" that Harvard Latin in six weeks. Such, however, was the state of things, "educational atomism." For the college, self-righteous-

ness and self-complacency (and their concomitant hypocrisy), suspicion of everybody else; and for the preparatory schools a sort of Inferno.

For the clearing of this hodge-podge, Dean Butler presented his great and simple plan, that your association should "create a board having two functions: (1) a temporary function, to bring about, as rapidly as may be, an agreement on a uniform statement as to each subject required by two or more colleges for admission; (2) a permanent function, to prepare or to cause to be prepared an annual series of college admission examination papers; to hold examinations in June of each year at convenient points throughout the Middle States and Maryland; and to issue certificates based on the results of such examinations." With these are bound up certain ancillary provisions relating to membership of schools and colleges in the Board; meeting expenses; requesting the members of the association to accept the certificates, so far as they went, in place of their existing separate admission examinations; and, one of the most beneficial of all, plans for the framing of the examination papers and the reading of the candidates' examination books.

The plan here formulated, closely akin, as Dean Butler pointed out, to the Oxford and Cambridge plans, had been suggested, I have been told, as much as twenty years before, in 1877, in a speech by President Eliot; and in November, 1894, he had urged it upon the association of colleges in New England, and he reported it before the New York School Masters' Association in February, 1896. Dean Butler, too, had introduced a resolution proposing such a plan to the Faculty of Columbia in December, 1893, but no action was taken thereon until 1896, when "it was taken from the table and passed unanimously." "Under its terms," Dean Butler goes on, "correspondence was begun . . . and several conferences between representatives of various college faculties were held. But little progress was made, however, and after a time the project was abandoned for the time being. Some persons may have thought the plan impracticable. If so I am certain that it is only because they mistake their 'will-nots' for 'can-nots.' With the disposition to aid education more and a desire to promote institutional idiosyncrasy less, the plan to carry into effect this policy could be devised and made ready for operation in thirty days." Think of it—thirty days; it sounds like a police court sentence. Could anything be

less academic? But, *mirabile dictu*, eighteen months later the plan was in complete operation.

You will, I hope, pardon me if I dwell upon the discussion of Dean Butler's paper which followed, after a second paper had been read, for in Dean Butler's paper and President Eliot's comments thereon, you have an astonishingly accurate prediction as to the future of the Board. It is pleasant to find that this academic discussion was lightened by some humorous touches; and I ask you to pardon another digression. One of my good Princeton friends, a man of the time of Dr. McCosh, like sons of other colleges, feels that there can never be another Princeton President like his President, Dr. McCosh, and so he takes a fierce delight in attacking all Dr. McCosh's successors. That brilliant and able man, President Patton, was not allowed to escape. "Patton," he said to me on one occasion, "never puts his head out of his hole, that Eliot does not seize him and cuff his ears;" and on this occasion apparently something of the sort happened. President Patton led the discussion, without, I judge, having thought much about the particular subject. Indeed, he said so. It had long been one of Eliot's hobbies. Someone from the floor, just before Dr. Patton had been called upon to speak, so runs your printed record, had complained of the "fearful excess of carbonic acid gas in the room," and the ventilators had been opened during Dr. Patton's talk. "As I said," President Patton concluded, "I did not begin to speak with the idea of throwing any light on the subject, but simply to keep the audience in a good humor while the carbonic acid gas is being eliminated." Your record continues as follows:

President C. W. Eliot: "Dr. Patton certainly entertained us while the carbonic acid gas was being *partially* removed; but it seems to me that he has utterly misunderstood the proposition of Dr. Butler. The proposition of Dr. Butler has absolutely nothing to do with supervision by the state. Am I not right, Dr. Butler?"

Dr. Butler: "Yes."

President C. W. Eliot: "Nothing whatever to do with supervision by the state. You may dismiss from your minds, therefore, perhaps half of what Dr. Patton said. In the second place, the evil which Dr. Patton foresaw concerning the lack of discretionary power left to the college over the admission of an in-

dividual is, again, a wholly imaginary evil: there is nothing whatever in Dr. Butler's scheme to take away from any college this discretionary right to admit a person who has obtained from the board an imperfect record, or even a bad record. The record of each individual examined by the proposed board would be submitted to the college, or colleges, to which that applicant thought he might go; and each college would be absolutely free to make whatever use of the record it pleased. I think we perceive already that we shall be safe in dismissing another portion of what Dr. Patton has said."

After this merry exchange of shots, President Eliot went on to take up, feature by feature, the plan submitted by Dean Butler. Let me enumerate some of these features. As I have already said, you will find in them an astonishingly accurate prediction of the development of the Board's work. [As I take up each feature I shall try to show how it has been developed, and comment on the new aspects which it has presented, and what the Board has had to do to meet danger, and difficulties that have arisen.]

"Dr. Butler," President Eliot said, "wants a group of universities or colleges to undertake or organize, (1) a board to carry on examinations for admission (by subject, be it observed) all over the United States; or if that is too large a thing to begin with, throughout the Middle States and Maryland." That was the first step. You decided to organize first for the Middle States and Maryland, but from the very beginning it was clear that a board under such a constitution as that you adopted could serve a large as well as a small constituency, the whole of the country as well as a part. It merely needed to duplicate its machinery. From its birth the board was blessed with a strong and healthy constitution. It grew rapidly and surely. I am not assuming too much in saying that today it fulfils the ideal set forth by President Eliot. The College Entrance Examination Board sets the national standard of America. Do I hear someone say that I am presumptuous? Of such an one I would ask simply this question: Is there in America any considerable higher institution of learning which refuses to accept the examinations of the College Board? The last report of the Secretary, 1916, shows that of the 10,631 persons who took the Board's examinations, 9481 (those indicating the institutions at which they wished to

study) intended to distribute themselves among 105 different institutions of learning, reaching from Minnesota to Texas, from Maine to California. They came from 46 states, the District of Columbia, four Territorial Dependencies, and 16 foreign countries. Classified according to the school from which they came for examination, they represent 1087 different institutions. What does it mean for American education when, in more than a thousand schools, representing practically every State of the Union, pupils are preparing for one set of examinations? Again, what does it mean for American education when in more than a thousand schools scattered throughout the length and breadth of this land, one standard of requirement, one "definition" in each particular subject obtains? Again, what does it mean when all examinations are passed on by one set of judges?

Another bit of illuminating evidence—unconscious testimony—as to the attitude of the individual college toward the Board, the recognition of it as a national institution, is found in the action of Harvard, Yale, and Princeton, when, last spring, they took another great step forward in the progress of American education and established the new "comprehensive plan" of examinations for admission, doing away with the old piece-meal, "chunk" system, the accumulation, as it were, of farthings until one had finally enough coppers to purchase admission, substituting for it the far more intelligent plan of judging by a single set of examinations, taken at one time, and a study of the candidate's school record, whether he is fitted to carry on college work. May I say incidentally that perhaps this system, good and desirable as it is, may never wholly supercede the old piece-meal plan? When the Harvard Faculty, years ago, was discussing allowing a candidate to divide his examination into more than two parts (at that time two parts appeared to be *sacro sanct*) the late J. P. Hopkinson vigorously supported a larger division, not merely three—any number was his contention—maintaining that there is a certain type of boy, who "whenever he has secured a nugget should be allowed immediately to run to the college and deposit it." For that boy I have much sympathy. Every teacher here knows him. But be that as it may, it has little bearing on this particular question.—The three colleges interested in the new plan turned naturally to the Board as the proper organization to superintend their new plan of examinations, which I believe will in a few years become the regular plan for admission examinations. The organi-

zation of the Board was such that with practically no strain—certainly no dangerous strain—upon its machinery, it could successfully take charge of the whole new system, and not merely for the four colleges that had adopted the system (for Radcliffe must be included), but for seven other colleges, which, approving the new plan, had a very few candidates who desired to try it. The Board, in a fine and generous spirit of public service, undertook the task: and here it stands, already experienced in the work, prepared, whenever called upon, to administer this new plan of examination for all the colleges of America.

Next, President Eliot spoke of Dean Butler's suggestions as to the organization of the Board: "How many colleges or universities might undertake the organization of that Board? Dr. Butler does not determine; he leaves great freedom in that respect. Suppose we took half a dozen from the Middle States and Maryland. You will easily name to yourselves the half dozen principal colleges and universities in the Middle States and Maryland. I regret that we should be obliged to leave out Princeton. Now these half dozen institutions are to organize a Board." . . . "It would naturally contain," he goes on, "perhaps one representative from each of the six institutions which united in this work; but at any rate, it would have to contain one member to represent each of the principal subjects of examination. I think that we could hardly get along with fewer than 15 members because there are so many subjects of examination."

What has experience shown us? First of all that the size of the Board, so long as the institutions are responsible, does not matter. We have found that a representative from each college, preferably an administrative officer, since he knows well his whole college, all its needs, and therefore has a good understanding of the situation of other colleges, is better fitted for the job than the specialist in a subject for examination; for the latter naturally is inclined to think most of his own small field. The function of the Board as a national institution, is to deal with large questions of educational policy, questions of judgment and administration. It was soon evident that the making of examination papers was but one of a considerable number of functions, a function best entrusted to specialists whose sitting as members of the Board might be merely accidental.

As soon as the position of the Board was really established, signs of a great danger to its future began to manifest them-

selves, a danger in its membership. Evidence was not wanting that so-called colleges, institutions which if admitted would print "member of the College Entrance Examination Board" as a part of their ingratiating letter-heads, were planning to seek admission to the Board. There was nothing, I judge, really to discourage from thus seeking admission, a certain institution (if it still exists) of which one of my friends possesses a catalogue announcing as one of its requirements that each male student shall "provide his own bear's grease." Another and far greater danger was that seductive offers might tempt us to forget, or might at least obscure our vision of our fundamental purpose, the examining of boys and girls for admission to college, and lead us into "entangling alliances." Such, for example, was that most alluring suggestion of a special arrangement with the educational authorities of the State of New York whereby the Board should take over a considerable part of the State system of examination. Here indeed was richness! In the dazzling glitter of this metropolitan possibility, it required clear vision and wise counsel to keep us true to our more Spartan ideals. It is far harder to resist such alluring temptations than it is to make rules to avoid an unpleasant possibility.

The danger to which I first referred was easily averted by a revision or rather a development of the constitution, by which the terms of eligibility for a college were carefully defined. The Board, I am of opinion, may in deciding upon the admission of a college consider whether the college seeking admission, even if in all other respects wholly admirable, makes sufficient use of the Board's examinations; for as the membership is likely to grow and as large bodies are unwieldy, it is not only proper, but absolutely essential for its well being that the colleges participating in the government of the Board shall be vitally interested in maintaining its standards. No college is debarred from the use of the Board's results. Indeed, one cannot but conclude as one looks over the list of colleges to which those whom the Board examines are going, that many large and important institutions in parts of the country remote from the Board's center, will use the Board examinations without ever seriously thinking of incurring the cost in money and time of sending a representative to the Board's meetings. The policy of the Board has always been to *listen to all* suggestions and to meet the needs of any con-

siderable number of candidates. Already the Board is of such size that all of its important work is prepared through committees. By amendment of its constitution, the Board established two permanent, hard-working committees, that of Review and that of Examination Ratings, each consisting of seven members (the best number for administrative work, I have heard President Eliot say) and each containing both college and secondary school teachers, whose functions and jurisdiction are such that between them all questions that can arise concerning the two most important functions of the Board, that of the definition of subjects and requirements and that of examinations, examiners, and ratings, may be first thrashed out, by a small, efficient, representative body. Of the interesting details of the work of these committees, Mr. Farrand, who has worked indefatigably on both of them, will, I know, tell you.

Recurring to President Eliot's remarks, I read: "That Board would cause the examination questions to be written and would *gradually* [I emphasize that word 'gradually'] define the limits of the subjects on which examination papers are to be set." I emphasize the word 'gradually' because, as Mr. Eliot went on to point out, he had just had practical experience of the amount of time necessary to formulate requirements. The Faculty of Harvard College had spent two years in framing new definitions of requirements for admission (I may say incidentally that in that warfare of formulation—I use warfare advisedly—for in discussions every department appeared to think itself an authority on the work of every other department—if my experience was not wider than that of President Eliot, it certainly was more bitter, for, as Secretary of the Faculty, I had to keep the records long-hand, and at that time dictation and the typewriter were, in those records *taboo*, and the Faculty met every week and on some occasions held two meetings on one day). It is interesting to note that this function of defining requirements, which, I believe, all things considered, has become the most important function of the Board (of course in practice this and examining are necessarily bound together) was described by Dean Butler as "temporary,"—"a temporary function," he said, "to bring about as rapidly as may be, an agreement on a uniform statement as to each subject required by two or more colleges for admission." In the discussion, President Eliot did not use that word "tem-

porary." Two years' experience in his own little faculty had made him wary. Later, in referring indirectly to this function he uses the adjective "fundamental." This experience has shown to be the right word. Incidentally, later in his talk, indicating another great blessing, that of co-operation, he mentioned among those whose services we should enlist, "the associations of scholars by departments of study that have grown up throughout the country in this same period [the 15 years then last passed]." "I refer," he said, "to this association which brings together the teachers of classics, for example, from all over the country, the teachers of modern language, the teachers of history, the teachers of mathematics, or the teachers of natural science. The greatest service these associations render is making specialists in different fields, acquainted with one another. In these associations the members get weighed, the strong men project from the mass, and through these associations we should be enabled to pick out the men for the several boards. The men for the small fundamental board, the men to write the questions in all this variety of subjects, and the men to read the answer papers." These were new forces, hitherto little concerned with the question of teaching. We have not used these associations directly for all of these purposes; but the judgments formed there have doubtless influenced the choice of men to write the papers; and in that most important function of framing requirements the Board has called freely upon the leading learned associations. Their response, I think Mr. Farrand will agree with me in saying, has been most generous, although, as is likely to be the case with bodies of great weight, the movement of some of them has occasionally been—I think I am justified in saying, at least—not torrential. Certainly we have never been swept off our feet by the speed of their action.

In the words of the constitution, the Committee of Review is to "consider all criticisms and suggestions that may be made to the Board in regard to its requirements and shall make definite recommendations in regard to any modification to these requirements that may from time to time seem desirable. The committee may co-operate with committees of other bodies, appointed to formulate entrance requirements, or may with the approval of the Board, arrange for the appointment of such committees." Thus, all the power and the machinery for keeping the Board abreast of real educational progress, and also, incidentally, from

preventing it from being veered from its course by the squalls of educational faddists, are provided. The Board has freely employed this power. Its commissions, generally speaking, are made up of college professors and secondary school teachers actually engaged in teaching the subject, and representatives of whatever national learned society represents the subject most authoritatively. Already the requirements in Latin, mathematics, botany and zoology, and music, have been amended; and we hope that some day the truly awful question of the requirement in history may be settled. So the work has gone on; and thus it must, for this most important function of all, which Dean Butler curiously denominated "temporary" is enduring. That word "temporary" applies to the mementary form of the requirements only. The work of the committee will never end. It must see that the requirements are adjusted to each real step in the progress of education. It must be eternally vigilant.

As to the making of the examination papers, and the reading of the answer books, President Eliot was again amazingly prophetic: "We should want the most competent persons to prepare the examination papers; and, clearly, at least three persons should work on each examination paper; and, if two out of three were college men, the other ought to be a school man. Thus we at once come on at least 45 persons to prepare these examination papers. Then we must have another and much larger set of persons (though the last 45 might be included in this second set) to look over the answer papers written by the candidates. If we attempted to organize a Board to cover a large territory, the number of candidates would be thousands, and as each man might write 15 or even 20 answer papers, you perceive that the number of answer papers would be very large. Therefore this Board would have to draw from all the colleges and schools of its region a very considerable number of persons to read those answer papers, perhaps 70, 80 or 100 examiners, drawn from a large number of institutions. There would be only six colleges to make the Board perhaps; but 30, or 40, or 50 colleges might be represented in the persons who examine the answer papers; and this would be one of the great merits of the system, for thus the colleges would be brought into intimate relations with one another; their standards would gradually approach one level; and there would come about a real equality of demand, and a real likeness in the modes of instruction. After all, one of the

main objects of good examinations, whether at entrance to college or at graduation from college, is to secure better and more harmonious methods of instruction."

Is not this exactly what the Board does? In 1916, we had 51 examiners divided into 17 committees—three men for each subject; and in all save one of those groups of three, two were college teachers and one was a secondary school teacher. We have many unfavorable criticisms of our papers, none, however, it seems to me, of really great weight; and so long as candidates fail there will be complaints. I freely grant that the papers are not perfect, but I maintain resolutely that these are, as a whole, by far the most carefully and thoroughly made, the most wisely supervised of any that have thus far been set for admission to college. Why? Because, first of all, in the making they represent the joint work, the point of view, not only of two college teachers, but also of a secondary school teacher. The tendency of the college teacher is ever to be pulling up the standard, just a little, each year. This the presence of the secondary school teacher, always thoughtful of the child, corrects. It is hard to realize that with each new class one must go back to pupils in practically the same state of mental development as that of the pupils of last year. With the new class we are inclined, we should like to begin where we left off with the old. But so far as I have been able to observe, and I have lived a good many years now, this year's crop of babies, although "the finest ever," doesn't vary much from last year's crop—which I may say confidentially was just as fine.

The mere combination of college and secondary school teachers to frame the questions, would produce a better paper than that written by a college man or a college department alone; but the Board devised a still better plan, that of creating those two committees of "all-round" secondary teachers, men of wide experience, to whom before their final adoption, the proposed papers are submitted for careful criticism, and to whom each chief examiner in a general meeting of his section must defend his and his fellow examiners' joint work. I would that accurate records of those meetings had been kept and that we could have, for our instruction, the copies of all examination papers as they were first submitted by the examiners. It would be a lesson in the making of papers. I know whereof I speak, for I have served as an examiner. I shall never forget the term (and the mere use of the

term was in itself a lesson) that that able scholar and wiser teacher, Dr. Julius Sachs, used in referring to the candidates for admission. He always called them "the children." In college, teachers are not unlikely to speak and think of them as men—"college men," is our non-descript phrase. Secondary school teachers remember what we forget, that they are children; we are not infrequently trying to get information and power that we have no right to expect. "Professor X," I heard Dr. Sachs, the *scholar*, say on one occasion, "to that question you want to get this answer, do you not?" And he gave the answer which he thought the examiner was after. "Yes, that's what I want," said the Professor. "Professor X," Dr. Sachs went on, "do you know of a single text-book that gives that answer to that question?" "No," replied the Professor, "I don't know—I don't think that there is one." "Then how," said Dr. Sachs, *now the teacher*, "do you expect the children are going to be able to answer that question?" That question did not appear on the revised form of that examination paper.

Of that other valuable committee, for whose organization the amended constitution specifically provided, the Committee on Examination Ratings, of whose seven members at least three must be secondary school teachers, the committee which listens to the blessings and the cursings—I leave you to decide their relative numbers—of examination papers, ratings, readers, and a thousand and one things, the man on whose motion it was established and who as chairman has uncomplainingly shouldered the immense burden of work which that chairmanship involves, Wilson Farrand, will tell you.

And now what is perhaps the most precious result of the work of the Board? Again I turn to President Eliot's comments. "Dr. Butler," he said, "opened his interesting paper by saying that it is very desirable that the colleges shall co-operate with the schools. Can you imagine a more effective means of co-operation than this? That the schools and colleges should together undertake in this method to conduct all the examinations within a given territory for admission to college? They would be co-operating in improving the methods of instruction during every hour they gave to this common work. The colleges would be lifting the schools, the schools would be putting a firmer foundation under the colleges?" And what, I ask you, now, has this co-operation done in these last sixteen years? Is it not destroying, nay, has

it not destroyed that educational atomism of which Dr. Butler complained? Has it not done much to remove that suspicion, that educational jealousy, which did so much to impair education 30 years ago? Are not the colleges seeing much more clearly the difficulties of the school, and the schools the difficulties of the colleges? Are we not beginning to realize that after all we have but one aim? Are we not trying to help one another? I believe that in the mere meeting of the members of the Board twice a year, in the meetings of examiners, and those of the readers of the books, the Board is doing a service of inestimable value.

"I should like to undertake the work," said President Eliot, and we know with what enthusiasm that far-sighted leader and creator, to whom this project had so long been dear, would have entered upon the task; but he did not get the chance. Seated upon our mole hill, for such our Pisgah now appears, we at Harvard consented only to watch the experiment. The letter of the Dean in reply to the communication of the Board shows our Faculty in a graciously condescending and hortatory mood, but a little—just a little doubtful. (It makes one think of Mr. Woodhouse's gruel.) "The experiment you have entered upon," so ran the letter, "is certainly an important one, and its progress will be watched with much interest; but the fact must be recognized that it is as yet only an experiment, and those of us who have taken an active part in efforts for uniformity in admission requirements are fully aware of the difficulties that stand in its way. I sincerely hope that the movement may prove successful and beneficial to the college, and schools which have joined in it. I hope that full and candid reports of the operation of the scheme will be published from time to time, so that all interested may be able to keep themselves informed in regard to it."

Seventy-five years ago my grandfather, whose given name was Isaac, and his brother, Abram, were substantial farmers in the Champlain Valley of Vermont. It was long before the days of railroads in those parts. In the winter, when Vermonters visited their friends in "York State," as they called the other side of the lake, they used to drive across on the ice, which freezes thick. But no matter how severe the frosts may be, here and there you will come upon huge fields, roughened and broken by winds and currents as the lake was freezing, with long, dan-

gerous cracks and thinly-skimmed airholes. As Isaac and Abram, each accompanied by his wife, one blustering winter day, when falling snow made judgment hard, drew up their spans of horses before one of these bad fields, and peered forward into the storm, my grand-aunt, Eliza, was heard to observe to her husband, "Abram, you let Isaac and Sophia go first, and if they get over, we'll go."

In May, 1904, four years after you had safely crossed, we, timid Cambridge Abrams and Elizas, at last got over.

What has been the aim, what is the ideal of the College Examination Board?

The Americans are trying the greatest experiment in democracy the world has ever known. The foundation of that democracy, we believe, is the education of the people. Of the nation's recognition of that need we have the best evidence, for never before in the history of mankind have been seen such benefactions from private citizens and the public hand of the State for the common good, the attainment of a people's ideal. In the face of the dangers that confront us we turn to the education of the people to guide us right; and today as never before we see the crying need of highly-trained leaders. For these leaders we must look chiefly to our colleges. The sole aim and ideal of the Board has been to serve the institutions wherein those leaders must be trained and, thereby, thus to serve the State.

Let me quote prophetic words: "Therefore I the more firmly believe that the principle or plan which Dr. Butler has opened to us this afternoon is desirable in the highest degree. I am sure that it is practicable, and that through it an immense service would be rendered to American education."

Since those words were spoken seventeen years have elapsed. That the scheme is practicable the experience of those years has demonstrated beyond a doubt.

Is there anyone here who, knowing thoroughly the former condition of things and the present situation, thinks that the plan was not highly desirable?

President Puncheon, ladies and gentlemen, members of the Association of the Middle States and Maryland, I speak now simply as a college teacher who for 21 years have been actively engaged in administrative work. To Nicholas Murray Butler, who framed that plan; to Charles William Eliot, who so long had urged it upon colleges and schools; and especially to the

Board of the Middle States and Maryland, which you gentlemen here today represent, the body which had the courage to put that plan into operation, our nation owes a debt of gratitude which cannot be repaid, and for which I know you ask no payment: you have indeed rendered "an immense service to American education."

HEAD MASTER WILSON FARRAND.—I trust that you will realize the embarrassment under which I labor in beginning to speak. After several of the things that Dean Hurlbut said in his paper I am precluded from making some appreciative remarks that I had planned in regard to his service as member and Chairman of the Board. To make them now would be like sending a present the day after Christmas to the person from whom you had unexpectedly received one. I will say, however, that it would be difficult to find a man with whom it was pleasanter to work, or to whom it was easier to go with suggestions, than Dean Hurlbut.

When the Executive Committee, or Miss Puncheon, assigned this subject to us, it was left to Dean Hurlbut and myself to divide it as we thought best. We decided that we wished to make the division on a scientific basis. We are neither of us very strong on pedagogy, but we wished to make the division distinctly pedagogic, and we therefore decided that he would deal with the cultural side of the subject, while I should undertake the vocational. In accordance with this decision, he has given you a philosophical and historical sketch of the Board; it is left for me simply to tell you how the machine works. That is the whole of my task, and yet I am inclined to think that, if I can do that successfully, I shall accomplish that which has already been done in another way, for, if the manner in which the Board works is accurately described, there ought to emerge a fairly clear idea of its aims, ideals and achievements.

Now, for giving a picture of the Board, I suppose that I am either the most fit or the most unfit person that it is possible to find. As has been suggested to you, I am the veteran of the Board, though not the only veteran. In looking over the early records in preparation for this meeting, I was interested to discover that I am one of two persons who attended the preliminary meeting for organization in December, 1899 and who still remain in the service of the Board. President M. Carey Thomas and I are the only ones who took part in that meeting who are still

active, and I may remark, parenthetically, that at the last meeting of the Board, in November, we proved our activity by talking, I believe, more than any other delegates. From this long service I have had opportunities for observation that may fit me especially for recounting the story of the Board. On the other hand, the very fact that I have been so close to its work may prevent me from seeing some things as clearly as they might be seen by others who could take up the task with fresher vision.

In describing the work of the College Entrance Examination Board, which I shall try to do very simply indeed, let me first picture the Board itself. It consists of about thirty-five representatives of colleges—presidents, deans or professors—and nine or ten representatives of secondary schools. It meets twice a year in the handsome Trustees' Room in the Library of Columbia University. We used to sit around the long table, but, as the Board has grown, we have had to spread out, and now sit around the edges of the room. The Board itself deals simply with general legislation, with questions of policy, and with reports of committees. As has been already pointed out, the work of the Board has become so great, and there are so many matters requiring minute discussion, that it would be impossible for any large body to get together and spend the time necessary for dealing with them adequately. Most of the details have to be attended to by committees and reported to the Board for confirmation.

While, however, the present work of the Board consists largely in passing on reports of committees, it is anything but a "rubber stamp." At times in our history we have found our meetings becoming very short, and with very little discussion, but at other times they are decidedly active and lively. It is rather interesting to note the kind of subjects that cause active discussion in the Board meetings. I recall three that always bring the members to their feet. English is one, and whenever the subject of entrance requirements in English comes up there is sure to be an animated discussion. Another live topic is the unit system, and anything connected with that is sure to rouse the executive officials of the colleges. The third subject, curiously enough, is Latin. I think that Dean Hurlbut will bear me out in saying that the question of Latin requirements has never come up without our having a most animated and vigorous discussion. I do not know why this is so; whether it is that every college professor thinks that he knows something about Latin, or whether it is

because it has been the most difficult subject on which to secure agreement among the colleges.

As I have already said, comparatively little of the real work of the Board, however, is done in those meetings. The real work is done in committees, of which there are several.

The first of these is the Executive Committee, which has two very important functions. It has to deal first of all with the finances, which is a serious matter, and has always been a problem. It has to deal with all questions of expenditure, the remuneration of readers and examiners, and with everything of that kind. Recently that committee has had to deal with the problem of finding a home for the Board. Up to this time Columbia University has generously provided suitable quarters, but now the work of the Board has become so great and the accommodations in Columbia have become so crowded that the Board has had to rent a house of its own.

The second function is the appointment of the various officials—readers, examiners and supervisors—which, by vote of the Board, is always intrusted to the Executive Committee. This is its most difficult and responsible task. Of course, this work is done in connection with the Secretary's office, and there are always suggestions from individual members of the Board. It is not as easy, however, as you might think to make up this list of appointments, for not only must we secure capable men, and the best that we can get, but there must also be considered the claims of various institutions and of different localities to be represented, as well as sometimes the claims of different points of view. These are the two chief functions of the Executive Committee.

The next committee, and the one which is probably the most important of all, is the Committee of Review. Dean Hurlbut was the first Chairman of this, and he remained its head until he was made Chairman of the Board on the retirement of President Butler. This committee is charged with the matter of definition of requirements. Its function is to study the definitions of requirements, to consider all criticisms that are made in regard to them, and to decide very largely the question in what new subjects the Board shall establish examinations, and what subjects it shall drop. You would be surprised, I think, to learn the number of subjects in which the Board is urged to establish examinations. Not only are we requested to examine in Italian,

Shorthand and Bookkeeping, but we are frequently asked to establish examinations in piano playing and the various forms of vocational subjects.

This committee was not organized at the beginning of the Board's work. The policy of the Board at first, as Dean Hurlbut has shown you, was to take for its definitions of requirements the statements of authoritative bodies. These it took whenever it could get them, seeking the statements of bodies like the American Historical Association, and others of that kind. It was soon found, however, that where any change was desirable the action of these associations was so slow, so little "torrential," that it was necessary in some cases to move more quickly and more effectively. In some cases, also, the recommendations of these associations were clearly not satisfactory. The Board, therefore, through this Committee of Review, had to take on itself the task of forming commissions and committees to frame the different requirements as they were needed, and this has been one of the most important functions of the Committee of Review. Whether the subject is Chemistry, Latin or History, to form a commission that will adequately represent the scholarship and the educational institutions of the country is no light task. On the recommendation of the Committee of Review the Board has recently taken steps to appoint what I think is likely to prove one of the most notable of these commissions—a Commission on History. I will speak later of the subject of History, but will say now that it has been one of the subjects that has troubled us most, and one of the problems that has always been most urgently before us.

The next important committee of the Board is the Committee on Examination Ratings. For many years we had no such committee, but as the work grew and the number of readers increased it was found necessary to systematize the work. We therefore appointed a committee which should have general supervision of the readers, and to which all complaints in regard to ratings and the reading of the books, and all suggestions on these points, should come, and during the last five years this has been one of the most active of the Board's committees. It early decided that it was going at its work of improving the reading not by prescribing rules for the readers, but by developing in them a sense of interest in their work and responsibility for it. During its entire history it has laid down only two rules for the

readers to follow, and these are suggestive rather than prescriptive. The first of these rules was that the Chief Reader in each subject should exercise a distinctly executive function; that he was to hold himself responsible for the reading of his whole group; that he was to be a supervisor of the work; and that in many cases his chief duty was not so much to read a large number of books himself as it was to see that the work was thoroughly and adequately done, and that justice was done in each individual case. This was an important step forward, for it is clear that if you have a large group of readers there is the necessity for having someone who will take responsibility, who will watch every step of the work, and who will feel that he is personally responsible for the results.

The second rule embodies a statement that the Board has always intended, but which we found that readers had sometimes failed to appreciate. The rule is that readers are to have the power and are to feel the responsibility for over-ruling any mistake that may have been made by the examiners in setting the papers. By this is meant that if an examination proves to be too long for the time allowed, if a question proves to be ambiguous or not clear, or if an error of any kind appears in the paper, the readers are to be responsible for doing justice in every case that may be affected. The principle that they are told to follow is that their chief function is not to determine whether a certain candidate has attained fifty per cent. or seventy per cent. on a specific paper, but to see whether that candidate has a sufficient knowledge of the subject and displays sufficient power in it to be ready to enter college. That principle we insisted upon, and that has been carried out by the readers. Its forcible statement by the committee and its clear recognition by the readers has marked one of the distinct advances in the work of the Board.

The way in which this committee has worked with the readers has been extremely interesting. We began by holding a conference of the Chief Readers in all subjects the day before the reading was to begin. This conference was held for a general discussion of methods, and of problems that might arise, or that had come up in previous years. The purpose was that, if any group of readers had evolved any method or plan that had proved advantageous, it might be passed on to the other readers, and that, if any danger or any defect in the reading had been discovered, the knowledge of it might be given to the other groups.

These conferences were found extremely interesting and valuable. Of course, in addition, we have full reports from the readers. The Chief Readers send in detailed reports of their work, and in some cases these are supplemented by reports from individual readers. In one subject in which we were especially interested we had one year a separate report from each member of the group of readers.

Two subjects with which we have been especially concerned are English and History, and I think that you will be interested to know what we have done in regard to them and the method that we have followed. In English the first thing that we did was to send for sample books, and to study them ourselves, with somewhat uncertain results. We got detailed information from various readers and discussed the matter in every possible way. We discussed it also at the conference of Chief Readers. We also paid a great deal of attention to the appointment of readers, and to securing a thoroughly representative and able set of men. A year or two ago, when there had been some criticism of the reading, we asked every single reader in English to write a letter or a statement giving his impressions of the work, his views and his criticisms. It was a most interesting and helpful series of letters that came to us in response to this request. From the readers and others we had all sorts of suggestions and reasons for the low ratings in English. You will get some idea of the difficulty of the problem when I tell you that there was one set of persons who said that the whole trouble was in the examination papers themselves, and that they were of a kind that could not be answered properly. There were others who said that the readers had set up unreasonable standards. A most interesting theory was presented by one head master, who said that he believed that the result was simply the action of mob psychology. Every one of the readers selected was a man with high standards, who believed in maintaining high standards. When these men got together they reacted on each other and raised the joint standard to an abnormal point. Still another theory, and one with which I personally have a great deal of sympathy, was that, while the standard seemed to be normal and reasonable, sufficient allowance had not been made by the readers for the conditions under which the examinations are taken. With a great many candidates who are thoroughly able to write good, or at least decent, English under favorable conditions, when set down to an examination at

the end of a week, and that a week in June, sometimes a very hot one, and when given subjects which perhaps do not appeal to them very strongly and told that they have to write a carefully planned composition, with no opportunity to prepare a first draft and then to revise it, but compelled to write a final draft at once, with very little time for correction and criticism, one cannot expect a high standard of work.

Each of these theories, of course, was disputed by others. Last spring we selected six or seven of the readers who had had the longest experience, and who were recognized as among the most able of our readers, representing both school and college men. They met with a sub-committee of the Committee on Examination Ratings, consisting of Mr. Buehler, Mr. Denbigh and myself. We met in New York and spent a Saturday working over the whole question, simply trying to discover the reason for the low ratings and what could be done honestly and fairly to remedy the situation.

In History we tried a somewhat different plan. That has been one of the subjects that for years has tried our souls, and one on which we have worked in many ways. Last spring we held a conference of all the History readers the day before they were to begin their work. It was one of the most interesting meetings over which it has ever been my lot to preside. We had there the twenty-five men and women who were to read the History papers, and I opened the discussion by reading to them the percentage of candidates in History who had attained more than 60 per cent. during the last few years of the Board. "Now," I said, "what we have asked you here for is to consider these facts. A good many of you have read for the Board before; some of you are reading for the first time. We want from each one his opinion as to what is the reason for the poor result, and what can fairly be done to remedy it." From the twenty-five readers I think that we had at least twenty-five different opinions. When we got through they said to us, "What do you want us to do?" I replied, "We want you to realize the problem and we want you to solve it. We want to maintain a high standard, but an absolutely fair one. We want to do justice to the colleges, to the schools, and to the candidates, and we have called this meeting simply that you may realize the problem that is before you."

I wish you could have seen the way in which those readers attacked the job. When later I visited the group of History

readers at work it was quite exciting, because I would scarcely enter the room before one or another would come to me with an examination book to show something that he had discovered there that illustrated a certain idea. And here is the point that I want to emphasize. That is that we have a group of readers who are not simply doing this work for money, or for any ulterior purpose. It would be hard to find a set of men and women more interested in a real problem, or who are more interested in doing justice to the work in hand. Last June I spent the greater part of two days in going around among the groups of readers, and the thing that impressed me most all the way through was the fact that these men and women were not doing this work perfunctorily, but were intensely interested in the problems with which they were grappling.

There were some interesting things that came up in the reading. Going one day into the History section, I found the group that was reading Ancient History books having a most animated discussion as to whether a certain paper should be marked 100 or not. These experts had read it with a fine-toothed comb and had been able to discover only one error of fact; the boy had stated that Pyrrhus was the king of some other place than of Epirus. One group said that 100 meant perfect, and even though this paper was nearly perfect, it was practically impossible to have a perfect History paper, and they did not feel that a mark of 100 should be given. An opposing group said that, although the paper was not absolutely perfect, there were probably several hundred possible mistakes that the boy might have made in that paper. The fraction to be taken off for this one error, therefore, was less than one-half, and his mark must be nearer 100 than 99. They finally marked it 100, the first time that any History paper has received that grade.

Not to be outdone, the group of readers in American History said that they also had a paper which contained only one mistake, but which they would not mark 100. On the outside of the examination book there was written the examination number of the candidate and the subject; inside it contained only the two words, "No prepared," the one mistake being that he had said "No" instead of "Not." That illustrates the kind of thing that is handed in in some of the examination books. Incidentally, one of the interesting things discovered last year was a large number of History books prepared by a group of students who came from

the lower east side of New York city, foreigners, who knew very little about History, and less about English. They were a most illiterate set of books.

While speaking of these papers, I must mention one that the readers in English showed me; a very interesting paper, in which the questions were answered quite fully, and which was rated by the three readers who read it at zero. That paper, it is interesting to note, was written in Cambridge, Massachusetts. The Chemistry readers also reported a paper in which every single question, and every part of a question, was answered fully, and yet which they agreed deserved a rating of zero; there was nothing in it for which they could give any real credit.

To give some idea of the way in which these readers are interested in their work—the English readers felt that it would be advantageous if some clear idea of their standard could be put before the public. They therefore suggested the publication of a pamphlet that should give some idea of their standard, and volunteered to do all of the necessary work of preparation. They have prepared, and the Board has just issued, the pamphlet which I hold in my hand—"Suggestions and Aids for College Candidates in English," and which is intended to sell at a small price. It takes up the various divisions of the subject simply to show the kind of answers that are given, the kind of mistakes that are made, and the kind of thing that the readers are seeking to get, and for which they give credit. It also contains a number of themes copied verbatim from examination books, with the marks given by the readers. That is carrying out the Board's policy of perfect frankness, and puts before teachers and pupils the exact standards up to which the Board is trying to live. I think that a good many teachers of English will find this book a revelation, just as I know that a good many teachers have had a revelation when they have gone to the Board's office and examined the books of their candidates.

The History readers have prepared a book of a different kind, which is not yet ready, but which will be issued soon. They have selected two examination books in each of the historical fields. In each case they have taken one good book and one book that has failed—not one of the best, but a book that would be rated at, say, 70 or 80 per cent., and another that distinctly did not pass. They have printed these two examination books verbatim et literatim, without comment, and after each question have

marked the rating assigned it by the readers. Those were taken as typical books. When this pamphlet is published it will be possible for any teacher to see exactly the kind of standard that the History readers are trying to maintain.

There is also a Committee on Time Schedule, which has the difficult problem of trying to adjust the time table that will get all of these examinations in within a week, that will avoid possible conflicts, and be arranged so as to give the best results for the individual candidates.

I am taking a good deal more time than I should, but there are certain things that I must put before you. I have spoken of the committees, and wish now to tell of some of the other work of the Board. The preparation of the examination papers is one of the interesting parts of the Board's procedure. For the examiners in each subject two college representatives and one school teacher are appointed by the Executive Committee. Their work is often done largely by correspondence, but the Board requires that before any paper is finally submitted there must be a personal conference of the three examiners. The paper is prepared by these examiners, is put into type at a place which most of us do not know, but where the requirements of secrecy are most rigidly guarded, and it is then ready for the Committee of Revision, consisting of the Chief Examiner in each subject and the secondary school representatives on the Board. In February the school masters have been given a day with those papers by themselves. We have gone to Columbia and have been locked in a room. Each man has been given a complete set of the proofs of the examination papers, riveted together, with his name on them, and we have been turned loose with those for the day. Each man has taken up the subjects that he was particularly interested in, and which he has thought he knows something about. We have gone through the papers with the greatest care, looking for all possible points of criticism. When one has discovered something that seems doubtful he has brought it up at once for general discussion. We have simply gone through the papers, making notes on the proofs to use for reference, and discussing the points raised with absolute freedom. One man, for example, would remark that he regarded the passage set for translation in Advanced Latin Composition as difficult. The whole group would take this up and discuss it, and if we finally concluded that the

passage was too difficult, one of us would be deputed to write the Chief Examiner and to tell him that we were not satisfied with that passage, and that when he came down to the meeting of the Committee of Revision we wished that he would bring along an alternative passage for our consideration. We didn't care to wait and at the time of the meeting to say that that passage was not satisfactory, leaving the Chief Examiner to put in another which might not suit us. We wanted the alternative passage submitted to us in advance. While we were some of us working over the language papers the men who were interested in Mathematics and Science would probably be working every problem on the Mathematics papers. We were not allowed to take the papers from the room, and were not supposed to take notes with us. We left our notes on the proofs, but we agreed, if possible, on the questions to which we were going to object, and on which we were prepared to make a fight.

Occasionally in these meetings we get hold of some interesting things. Last year, for example, one of the topics for composition in the English paper was "The Butt of the School," given as one of about a dozen topics. One man raised the question as to what proportion of the boys and girls know what "the butt" means. We were sure that they would know what "the goat" was, but we were doubtful as to their knowledge of "the butt." Two of us agreed to make a test. In my own school, in several sections of English classes, I asked the pupils to write down what they understood to be "the butt of the school." In the Central High School in Springfield, Massachusetts, the same thing was done. Out of 81 boys in the last two years of school with whom I made the test, 32, or less than one-half, knew what "butt" meant, 28 had no idea whatever, and the rest answered incorrectly. We had all sorts of definitions. "The school plan," "the curriculum of the school," "the physical equipment of the school" were all suggested. One or two thought it meant the faculty of the school, and at each of the two places there was one youngster keen enough to say that the "butt of the school" was the head.

Two weeks after our informal inspection the Committee of Revision meets, divided into two groups, one dealing with Languages, History, etc., and the other with Mathematics and Science. In each section we have the Chief Examiners in all of the subjects considered and the secondary school men particu-

larly interested in that group of subjects. This meeting is conducted formally. We have a chairman, and sit around a table, each man with his complete set of proofs before him. Each subject is taken up in turn. The Chief Examiner in that subject tells what he was aiming at in framing the paper, and then we make any criticisms that we have to offer. He defends his paper, if he can, and there are some intensely interesting discussions, for these men are keen. It is hard for a mistake to slip by, for not only are some of the secondary school men thoroughly alive, but the Chief Examiners in many of the subjects are expert in the allied subjects. The vote of that Committee is final, and no matter how persistent a Chief Examiner may be in holding that a certain question is fair, if the Committee on Revision decides that it is advisable to make a change, the change must be made.

We have found, however, that the Committee is not as efficient as it might be. Your secondary school representation has been almost entirely composed of headmasters, and while headmasters are superior beings, and surpass all others in their ability and intelligence and all that sort of thing, the fact remains that we are not all of us specialists, and, in some cases, where we are more or less of specialists, we are not teaching actively, and are therefore not as fresh on the details of the subject as men who are actually engaged in class-room instruction. Therefore, the Board has this year decided to remodel the Committee on Revision, and to constitute it so that there will be a larger proportion of specialists there who should be able to detect certain things more surely than we have been able to do in the past.

I shall not speak of the conduct of the examinations, except to say that it is an enormous matter to provide for nearly 11,000 candidates scattered not only over this country, but in Europe as well—although there were not very many examined in Europe this year. Supervisors and proctors have to be provided, and arrangements must be made for sending out the papers, for preserving secrecy, and for carrying out all details. For the way in which this is done I think we can hardly pay too high a tribute to the efficiency of the Secretary and of his office. The work has been done with remarkable smoothness, and with very few slips of any kind. I do not know of any scheme as large as this which is carried out with so few mistakes, and with so little cause for criticism.

When it comes to the work of reading you have another very interesting phase. In one week in June there appear at Columbia University, in New York, about two hundred and fifty readers in the various subjects in which examinations have been held. From this you can see how the work of the Board has grown. Last year there were more readers in Latin than there were in the first year of the Board in all subjects put together. The first year we had about fifty persons reading; last year two hundred and fifty. There are over sixty readers in Latin alone. They are quartered, most of them, around Columbia in the college dormitories or in apartment hotels in the neighborhood. The arrangements for their comfort in reading are most adequate. Each group has its room, or suite of rooms, in which it does its work. They are allowed to work only six hours a day under the supervision of the Chief Readers. They all bear testimony to the excellence of the arrangements made for their comfort and convenience.

The mere work of getting the examination books around to the different groups of readers and back to the Secretary's office is a good deal of a task. During the two weeks that the readers were at work there were some 47,000 examination books unloaded at the Secretary's office. These all had to be sorted out and sent to the different groups promptly, so that no time might be lost. After they had been read and marked they all had to come back to the central office in order that the marks might be recorded.

In the working of the groups of readers one thing has interested me very much, and that is the way in which they arrive at a common standard. Each group of readers will spend a considerable time, sometimes a half-day, sometimes a whole day, before they arrive at their standard of marking. The methods of doing this are various. In one group, each reader will take a typical book, selected by the Chief Reader beforehand, will read it, and place his rating for each question on a tally slip. When the book is finished it is passed to the next reader, and this will go on until every one of the group has read and rated every book. Then they begin to discuss the differences in the ratings, and here is where the interesting discussions arise. In one case that they told me of, a certain book in English was rated by the readers on this first reading all the way from 35 to 80 per cent., which is certainly a wide variation. Now, as Professor Steeves, the

Chief Reader said, it would seem that with such a variation as that it was almost futile to attempt to get a common standard, but they discovered that they could come very close to it after discussion. The two men who gave those extreme ratings were representatives of leading universities here in the East. The man who had given 80 per cent., it turned out, was a man who, while he had read examination books for his own college, had never discussed an entrance examination book before with anyone else. He had been impressed by the intelligence shown by the writer of the book. On the other hand, the man who had marked it 35 per cent. was impressed differently. He said that the book was asinine, and therefore gave it the low mark. When they came to consider the matter of composition, which was what they were there to test, they found that they were in close agreement as to the standard. The book was finally rated just above 60, and those two readers agreed on that mark.

Well, when a set of readers have gone through that sort of thing for a day, or even a half-day, you can see that the extremes are likely to be brought together, and, as they are working in the same room informally, the process of assimilation is likely to continue. Of course, any book below 60, and often below 70, is always read by two readers. The Chief Reader sometimes shows a good deal of skill in pairing the readers for this work so as to get together different types of mind and different points of view. For example, a man with a tendency to mark rather low will be placed with a man who has the opposite tendency. Gradually there is evolved a very close agreement, and all through the reading, even after they have been at it for a week or ten days, you will find that discussions are constantly coming up. Every time that a man is in doubt as to what credit should be given in a particular case, or whenever he discovers a new problem, he brings it up at once for discussion.

I shall not take time to speak of the recording of the marks and of the sending out of the reports, except to say one thing. When we were meeting for organization the question was asked of Dr. Butler, "Is it going to be possible to secure accuracy in these reports? We know the blunders made by college registrars. Will it be possible with this great number of candidates to keep the reports reasonably free from error?" Dr. Butler replied, "Our banks and our trust companies are able to secure practically absolute accuracy in their records and their accounts by means

of the system of checks and balances which they use. I cannot see why it is not possible to secure just as high a degree of accuracy in the records and reports of our examinations." While there have been a few mistakes made, I think that the truth of Dr. Butler's statement has been attested. The system of checks is so complete that it is almost impossible for an error to occur, and very few have actually been made.

The matter of getting the reports out promptly is a difficult one, and was especially so this year when the reports of 11,000 candidates and 47,000 examination books were dumped in the Secretary's office at one time. From certain of the colleges there were complaints this year that they were too slow in getting their returns. The Board has therefore taken a step which, I think, will increase the quickness of getting the results to the colleges. Arrangements have been made by which all candidates who are intending to enter any college in September will have their reports passed through as promptly as possible, and these reports will be transmitted to the college at once, so that the college can get the information in regard to its entering class and the students who intend to enter there much sooner than they did last year. It makes comparatively little difference whether the reports of preliminary candidates are delayed for a week or two, but it does make a difference in the case of those intending to enter in September.

What has the College Entrance Examination Board accomplished in the time in which it has been in operation? In the first place, it has brought about a co-operation between colleges that is higher and finer than anything that has ever before existed in this country. Fifteen years ago it would have been considered absolutely impossible that Harvard, Yale and Princeton could have sent representatives to a meeting, and that at that meeting they could have said, "We are ready to sink our individual differences and will accept the standards of the Board. We are ready to give up our individuality in minor points. We are ready to modify our requirements. If necessary, in order that this plan may be carried out in the fall as well as in the spring, we are ready to change the dates of the opening of college, of commencement, and of other functions. We are ready to do this for the sake of co-operation." When you find thirty-five colleges meeting as the members of the Board do, agreeing to sink

their individual differences and to work for one common aim, you have a form of co-operation that is remarkable.

Equally remarkable is the co-operation between the colleges and the schools. That twenty years ago would have been an absolute impossibility. As a secondary school representative let me say one thing. I have been serving as a member of the Board since its organization, and, at one time or another, as a member of almost every committee of the Board, and in all that time I cannot recall one single thing on which the secondary school representatives were agreed that was not granted by the college men almost without question or without argument. Of course, on certain questions we are divided, and we fight on them just as everybody else does, but the way in which the views, opinions and judgments of the secondary school representatives have been accepted is remarkable. I remember that after one of the early meetings of the Board I went downtown with a college president to lunch at a club in New York. I met there a particular friend of mine and introduced him to the college president as a fellow-craftsman. The president said, "So you are one of us?" "Yes," was the reply, "but only a humble schoolmaster." The college president looked at him and said, "Humble schoolmaster! If you had been up at Columbia this morning and heard Sachs and Farrand and the rest of them laying down the law to us college presidents you would never again talk about humble schoolmasters."

It has been a remarkable co-operation. It has brought about uniform requirements for entrance to college. Only those of us who struggled along for so many years under the old requirements can appreciate the value of this. It has brought about reasonably stable examinations. I say this although I am painfully aware that in certain subjects there has been considerable variation from year to year, but I think that you will agree with me that the examinations of the Board have been more stable and more uniform than those of any college that has carried on examinations through a series of years. There has been established by the Board a policy of absolute frankness and openness in regard to all of its work. Never has any college in this country given all the information in regard to the examinations, the exact results, and every detail that this Board gives every year in its report. There is nothing concealed. You can ascertain exactly how each examination paper worked and exactly

what the results were. This has been of extreme value, and this brings us to what, in my judgment, is the chief value of the Board. It has created a central point at which all criticism can be focused. Under the old plan, if there was something wrong with the examinations at a particular college, a certain group might be interested in it and might criticise it, while others knew nothing of it. If there is any criticism now, it can be directed at one central point, and you may be sure that every bit of criticism that goes to the Board goes to the persons who are most affected by it and who need it. If you send any criticism of last year's Algebra or Plane Geometry paper, or of the History or English papers, to the secretary's office, that criticism is going to reach the examiners in that subject, the Committee of Revision and the Committee on Examination Ratings—every one who is concerned with it.

Just before I came down here I received two letters that are very interesting. One is from the headmaster of a school, who said that he could not be here, but gives a comparison of the results of his candidates under the Board this year with the results of the examinations at a particular college last year. He says that the results of the Board examinations are to the results of this particular college as 8 is to 12, and he adds, "Do you wonder that I am dissatisfied with the working of the Board?" Now, that is a valuable piece of criticism, which will be more valuable when we learn the number of candidates which he had. Right beside that I had a statement from another school that the results of their Board candidates was to the examinations of this same college as 10 to 11. Now, if we can get a number of those figures we shall know something about the Board's standards as compared with those of that particular college. Another headmaster has sent me the speech that he wanted to deliver here this morning, in which he attacks strongly the variation in certain subjects, taking up Algebra and Plane Geometry in particular, and showing how the figures vary from year to year. That is the kind of criticism that is extremely valuable, the kind that we welcome. Those men, however, made one mistake. This is not the place where that criticism will do the most good. It is all right to have it here, but the Board is praying for that kind of criticism, and the Board is seeking for it. We are gathering information on these very points. I have here certain figures that have been prepared by Harvard, Yale and Princeton—

detailed statistics showing the percentage of their candidates that passed in each subject this year as compared with the percentage of those who passed their own examinations last year. They also tell us where they had to lower the grades which they accepted, or where they had to do anything of that kind. We shall get the same sort of information from the schools, where we can. The point that I am trying to get before you is this: that the Board has created a central point at which all criticism can be focused. Whenever there is anything wrong you can learn the fact, and you can be sure that any criticism will reach the people for whom it is intended.

The Board has some big problems on its hands. No one knows how large these problems are better than those of us who are trying to grapple with them. There is the problem of History with which we have been struggling almost since the organization of the Board, and in regard to which we are losing patience. It is a more complicated problem than many of you realize. Then there is the big problem of comprehensive examinations, a very difficult problem to handle properly and carefully. We are watching them anxiously, and we are carrying our experiments on very cautiously in order to do no harm. Then there is the great problem before us all the time of our standards. The criticism that I have heard, and the criticism that I shall hear today, is that the Board's standards are too severe in certain subjects. That is one of our difficult problems. The Board exists primarily to determine the fitness of candidates to enter college, but it exists also to maintain high standards of scholarship in the country. It is a problem to know just where we ought to stand.

Now, from all this scattered talk I hope that the main point at which I have been aiming has emerged and has been made clear. That is, that the great thing that the Board has accomplished is that through its agency the educational mind of the country has been concentrated at one point, and that matters have been so shaped that in this whole question of the relation of school and college our criticism, our work, our thought, can all be directed at one point. That, if I understand it correctly, was the chief aim of the Board when it was established. It has been its ideal throughout its history, and it is its present great achievement.

General Discussion.—Professor G. G. Chambers (University of Pennsylvania) inquired whether the readers did not have in

mind a passing mark while grading papers, even though the Board has announced that no such mark has been fixed. In reply Mr. Farrand stated that in the original scheme of organization sixty per cent. had been felt to be the passing grade, but that certain colleges of high standing, feeling the marking of the Board to be severe, had since determined to accept fifty per cent. without question. He ventured as a prophecy that within a few years the leading colleges would take some such position as this: that a paper graded sixty per cent. by the Board will be accepted without question; that if a paper is marked between fifty and sixty per cent. it will be accepted, provided the statement of the candidate's school record indicates that he has been well prepared in that subject, and provided that his grades in other subjects show that he has been generally well prepared.

President Crawford (Allegheny College) then voiced the satisfaction of the meeting with the ideals set up of an examination that shall deal fairly and justly by the secondary schools and by the colleges, and at the same time maintain the high standards of American scholarship.

SECOND SESSION

Friday, December 1st, 2.15 P. M.

GENERAL TOPIC:

REAL VALUES IN EDUCATION.

1. Constructive Elements in the Curriculum.

DEAN VIRGINIA C. GILDERSLEEVE, BARNARD COLLEGE.

The curriculum with which we are concerned in this discussion is, I take it, that of the college and the preparatory schools articulating therewith. An attempt to analyze its most constructive elements is certainly timely from the point of view of the women's colleges at least. One of them has recently revised its curriculum; several others, including my own, are in the throes of faculty discussion on this intricate and perplexing subject.

It is of very great importance that, in such discussions, as well as in their daily teaching, faculties should realize thoroughly the need of a constructive attitude of mind. We academic persons are still a little too apt to stick to the line of destructive criticism rather than constructive upbuilding; to pierce with gentle irony the fallacies of current beliefs, movements and ideals, rather than to single out the elements in them of constructive worth and build upon these; to lay the main emphasis on suppressing in students relics of old superstitions, and the absurdities of youthful ardor, rather than on guiding into sounder paths this ardent enthusiasm, crystallizing its aims in saner and firmer form, and constructing for it tools with which to achieve these ideals.

I still find in some quarters relics of a certain notion of the free elective system prevalent some years ago—the conception of a college curriculum as a kind of game or race participated in by all the subjects. The goal is election by students. Fair play requires that no subject be handicapped; that none receive unfair advantage by being prescribed. Students should be just as free to take Egyptology as Modern American History; no more compelled to study French than Metallurgy. This conception of the curriculum is due, I suppose, partly to our departmental system, to the notion that departments are rivals for the atten-

tion of students, and that no one of them should have an unfair advantage over the others.

From this view I dissent strongly. The Faculty should not thus escape its responsibility of deciding what subjects or fields of knowledge or types of work are on the whole of the greatest general value to the student, and ensuring that he experience all these. The decision is a difficult one, but not for that reason to be avoided.

What elements in the curriculum, then, are of real constructive value for the student? I am considering first the construction of the tools which the educated human being is to use in the process of life. Prominent among these is a command of the mother tongue. We nearly all recognize the necessity of written English; we do not so widely appreciate the vital importance of spoken English and of the voice as a tool of life. The curriculum should, of course, require the development of these instruments.

Similar tools, though less vital ones, are foreign languages. The exigencies of time probably prevent our requiring more than a fair working knowledge of two of these. It is becoming increasingly difficult to decide which two are of the greatest constructive value. So much depends upon the circumstances of a student's later life. Greek as an instrument for obtaining culture, inspiration and joy; Latin as a general key to language; French as the best international medium and the tongue of the most civilized of modern nations; German to unlock treasures of scientific knowledge; Italian as a pathway to Renaissance literature; Spanish, Portuguese and soon Russian as practical tools for new commercial relations as well as for broadening international acquaintance: all these have undeniable claims. Perhaps free choice of two should be allowed; or we might ask for one ancient and one modern tongue; or for French and any other language.

As another tool we may, I think, regard a reasonable stock of information, enough to enable us to understand such books, articles and conversation as the average educated person is likely to encounter. In much modern educational discussion we forget that it is a handy thing to have in one's mind a few hard facts. It is well to know, roughly, that somebody called Shakespeare wrote a tragedy called *Hamlet*, and that he lived after another poet called Chaucer and shortly before still another called Milton.

A fact or two about Martin Luther and Napoleon, even about Pericles or Marcus Aurelius or Charlemagne, may not be entirely amiss. The origin of the Electoral College or the nature of wireless waves may be a handy bit of information at times. Of course, we forget most of the solid facts purveyed to us in school and college, but we remember a few, and students should certainly be obliged to cover some general information courses in history, literature, politics and natural science, to build up at least a modest store of mere facts.

A tool of vital importance and of the very greatest constructive value is a trained mind, a well adjusted, smoothly running mental machine, what Huxley called "a clear, cold logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind." I am aware that it is unfashionable today to speak of "mental training," that a large number of educational theorists at present disbelieve in the possibility of it, holding rather the theory of the "non-transferability of discipline" from one subject to another. This theory is occasionally pushed, I believe, to absurd extremes. Surely mental habits can be formed, good habits and bad habits. Most minds of fair quality can be trained to moderately good habits of accuracy, concentration, thoroughness. They can be trained to collect, classify and digest facts, to get at the essence of an idea, avoiding irrelevancies. These habits are immensely useful, this type of trained mind is a most valuable tool in any field of life.

As a teacher, my own experience in giving this kind of mental training has been in argumentation, which seems to me an excellent medium for the purpose. In various subjects, however, this sort of discipline can be at least partially secured—in mathematics, for example, in laboratory sciences, in formal logic, in certain sorts of history work and economics. Any curriculum, in preparatory school or college, should contain some courses sufficiently difficult, sufficiently exact, to give this kind of mental discipline. Even though it fall far short of Huxley's ideal, a trained mind has constructive value so great that it should never be forgotten.

Besides providing the useful tools of which I have spoken, a liberal curriculum should widen and multiply a student's fields of interest, should make the world for him a more interesting

place to live in. Surely this function is of much constructive value. Of course the student does not know to begin with where his fields of interest and of pleasure are to lie. Provision should therefore be made for forcing him to taste as many as possible of the great lines of human interest. He should certainly be brought into contact, as pleasurably as may be, with some of the fine arts—not literature alone, but music, painting, sculpture, architecture. He should have a glimpse of the wonders of natural science. He should taste the joy of exploring civilizations and races different from our own, in past or present times. He should be given a view of the economic and social problems so absorbing to the modern community, and of the great questions of politics, national and international, which have pressed upon the world in the past and press today more heavily than ever before. The more abstract questions of philosophy and religion, the theories in which the mind of man has through the ages striven to interpret the universe—with these, too, his imagination and interest should be stirred. Our tastes and interests differ so widely that what is highly exciting and inspiring to one may be dull as ditchwater to his neighbor. We cannot, of course, demand that every student shall acquire a lifelong interest in any of these fields; but we should certainly lead him to have a taste of them all, and the opportunity to widen his range of interests and pleasures.

Another set of constructive elements in the curriculum are those developing the student's power of judgment. The subjects, the courses, contributing the values I have already enumerated contribute in many instances to this power, too. But it is worth considering separately. By *judgment* I mean a somewhat complex and perhaps vague thing compounded of clear thinking, broad-mindedness, and sympathetic understanding. All sound knowledge helps towards it, of course. So does the development of that attitude of mind which attempts to understand sympathetically, rather than to condemn, what is different from ourselves. For this power of judgment we need the widest possible knowledge of human nature. In the curriculum this can be given, especially through the right sort of history, sociology, some psychology, perhaps, and of course literature. Illumination comes to us in different ways. I remember that in my own education the greatest moment in the development of my power of judgment came, like a revelation, when I suddenly under-

stood, under the guidance of a great teacher of history, how natural and reasonable it was, at a certain period, for good citizens to burn heretics.

To promote a broad-minded judgment we need also enough knowledge of the fairly remote past to give us historical perspective. We should be able to realize that things develop slowly, with long lapses and backslidings, that we must not be too impatient of delays, nor too much carried away by the latest social nostrums and cure-alls. They were probably discussed some twenty centuries ago also, and their mere enunciation today is not going to revolutionize forthwith the face of society. Both the feminists and the antifeminists, for example, who view with opposite emotions some ideas regarding the position of women and the home, might read with profit the fifth book of the *Republic* and find it both illuminating and soothing. This sense of historical perspective is one of the constructive elements contributed by an acquaintance with Hellenic civilization, and with others remote from our own, and one not to be overlooked in the arrangement of the curriculum.

Passing from these more purely intellectual elements, I come to the less tangible but even more vital ethical or spiritual needs. We should see that the curriculum includes elements which tend to construct in the student sound ideals of character and conduct. The true spirit of scholarship itself, in whatever subject it is manifested, contributes to these. The scholar's passion for exact truth, his scorn of sham and superficiality, are of moral as well as intellectual worth. It is this sort of passionate devotion to scholarship in the field of natural science which gives to the life of Louis Pasteur, for example, such a spirit of religious consecration.

Materials for aiding the students to construct for themselves sound ideals can be found in many subjects, but chiefly perhaps in history and literature, in the social sciences, in philosophy and religion. Avoiding all narrow and sectarian interpretations, recognizing that the student must ultimately think these matters out for himself, it is still the duty of the faculty to value in the curriculum those elements which are likely to aid in the construction of sound ideals of conduct towards oneself, towards one's family, one's country, and the whole perplexed and suffering world of these chaotic days.

We may, perhaps, distinguish between merely having an ideal,

and trying to carry it out. I find many students today possessed of the intellectual equipment I have been suggesting and of the sound ideals, but lacking somehow the will to act, lacking the spiritual driving power to put their abilities to the highest use, or to do their daily work with zest and inspiration. Whence can we draw food for the spirit, fuel for the fire within to give them this needed impulse?

Our main source does not depend upon the subject matter of the curriculum; it is the personality of the teacher. If he have enthusiasm, human interest and magnetism, he can convey through chemistry, as well as through ethics, inspiration and the vital glow of ambition. But this question of the teacher's personality belongs, perhaps, to the subject of the address following mine.

What elements in the curriculum can help to give spiritual driving power? A student catches the glow sometimes from mere intellectual curiosity or hunger for further knowledge in any subject. He should be encouraged to taste the joys of intellectual adventure in strange and difficult fields—the higher mathematics, Egyptology, Chinese, Old Irish.

The subjects of the fine arts should be valued especially as food for the spirit. The æsthetic joy of contact with beauty may fire one with renewed ambition, zest, driving power for high achievements or for the grind of daily duties. Music, sculpture, painting, poetry, of various ages and peoples, should be treasured in our curriculum as sources of spiritual force.

Vocational ambition is considered of great value in inspiring enthusiasm and driving power. Vocational training in the narrower sense has, I believe, no place in the collegiate course; but a curriculum can often be arranged to permit a student to take courses with obvious professional connections, and to emphasize the bearing of his college studies on his life work. He must be induced to regard this in no narrow sense. He must be led to appreciate, for example, that not only his chemistry and his biology are of professional value to the would-be physician, but that anything which develops his intellect, his personality, his spirit, is of real vocational worth, closely connected with the work he is to accomplish in one of the most difficult and most human of professions.

Besides the inspiring zest to be derived from a sense of the bearing of one's college studies on one's future life in the world

outside, one can derive enthusiasm from any work giving the sense of creation. Our curriculum should include, if possible, for every student courses enabling him to feel that he is not merely having education poured into him, but is exerting creative powers. An interesting article in *School and Society* some months ago dealt with this point, but seemed to state that only manual work, the making of things with one's hands, could give this glowing sense of creation. Surely this is not so. The joy of creative achievement can be experienced also by a student who has accumulated a mass of disconnected facts, digested them, welded them together, and given them point and significance; it can be happily experienced by the student who triumphantly solves a difficult mathematical problem; by the writer of a story or a sonnet; by the young explorer in scientific experiments; by the student allowed to present to his classmates some special subject, and thus taste the wonderful exhilaration of the teacher's creative achievement.

Some of us can derive this sense of creation from one field, some from another, but surely the great majority of students can experience it in intellectual as well as manual work. Its value in mental development and in giving zest and enthusiasm should be fully recognized, and the curriculum so arranged as to allow every student to participate thus actively and creatively in his own education.

Spiritual driving power and the will to act depend on many other things, of course, besides those on which I have touched. They spring sometimes from mere physical health, from personal ambitions, from human affections, from striking examples, from love of one's *alma mater* or any other worthy group of which one is a part, loyalty to it, and the wish to serve and glorify it, from the gospel of social service and the great emotional inspiration of religion. But all these can scarcely be called elements in a curriculum. In considering any course of study, however, we should not forget the value of the development of that spiritual driving power which is really the essence of a constructive attitude towards life. Not *blasé* young intellectuals, too sophisticated to experience enthusiasms and attempt idealistic achievements, but men and women of cheerful energies, zest and the will to act, in college and afterwards, should be the product of our curricula.

In treating the very large subject assigned to me, I have not

attempted, as you have observed, to specify exact subjects and courses for the college faculties wrestling with reconstruction of curricula and entrance requirements. I have merely outlined the equipment in the student at which we might aim, and the qualities we might try to construct, and suggested some types of work helpful for these purposes. In arranging a curriculum let us endeavor to ensure for each student the tools which an educated person will find useful; let us try to give him varied fields of interests in the world; judgment with which to view the complexities of life; sound ideals of character and conduct; and finally some exhilarating zest in life, some food for the spirit to give spiritual driving power in his college work and in his life after college days.

2. *Constructive Elements in the Class Room.*

DEAN FRANK P. GRAVES, SCHOOL OF EDUCATION, UNIVERSITY OF PENNSYLVANIA.

"Cobbler, stick to thy last!" This ancient advice might seem to apply to the present speaker. Why, it may be asked, should one whose particular mission it is to deal with the History of Education, venture to exploit possibilities concerning the improvement of the modern class-room? He might, of course, plead that the subject is none of his own choosing, and was assigned him by the committee. But without resorting to such palpable determinism, it may be properly urged that this topic belongs to the past equally with the present. From the days of Plato and Quintilian to the year of Grace, 1916, numerous voices crying in the educational wilderness have proclaimed the need for greater efficiency in teaching and more constructive elements in the class-room. These prophets have been heard, admired, praised—and straightway neglected. We have regarded their gospel as part of our precious pedagogical treasure, and carefully laid it up "where moth and rust doth not corrupt." We have declared that it constitutes a genuine educational classic, and then set it upon the shelf as the foreordained abiding place of all classics.

And the speaker will at least adhere to his own field sufficiently to confine what he has to say to college and university teaching. It would be rank presumption at the present time for a collegiate instructor to offer advice to teachers in secondary institutions,

and, even worse, in elementary schools. In the elementary grades for half a century it has been necessary to know something about teaching, in order to hold a position, and it is rapidly coming to be requisite in high schools and academies, but such a demand seems to belong to a period somewhere nearer the millennium as far as most colleges are concerned. "The teaching of many very famous men (in colleges and universities)," says President Butler, "is distinctly poor; sometimes it is worse." And as a result, many younger or inferior men, who are not of the same value to the institution, appear to emulate these worthies in this fault alone, much as young men in the latter part of the nineteenth century sometimes cultivated illegible handwriting, in order that they might all become Horace Greeleys. *Per contra*, a skillful collegiate teacher has often been eyed with suspicion by certain colleagues and condemned as superficial on the ground that his classes actually displayed some interest.

But this paper deals with constructive, not destructive, elements in the classroom, and you are probably waiting for the "faker" to be done with his "spiel" and display his wares. Alas! It must be confessed that, like others of his ilk, he possesses no panacea. A specific for poor teaching can be found only through a painstaking diagnosis by the patient himself or some more skillful healer. But clearly no college instructor can afford to say that he does not believe in method and will not consider the use of one. Such a statement reminds one of Rousseau's injunction to allow the child to form no habits. It often happens that the man who says he "does not believe in any method" is a bond-servant to some method, and an exceedingly poor one at that—generally a distorted copy of that of his own latest or favorite teacher, or a combination of several. Whatever conclusions we come to as to the proper method, we college teachers must seriously consider the matter and make a more conscious effort at analyzing the principles of effective teaching.

Some facts are obvious at first glance, or have been so often enunciated that we might be supposed to recognize them, but unfortunately we often act as if we did not. It surely is clear, in the first place, that no method that fails to produce mental activity upon the part of the student can be a good one. Lecturing may be used to some extent with advanced or graduate students, where a certain amount of interest and consequent activity on their part can be presupposed, but with lower classmen it is gen-

erally little short of pedagogical crime, especially when the substance, as is frequently the case, could be secured in clearer, more condensed and living form in some accessible text. Lecturing is too often chosen as the easiest of all methods of teaching for the instructor, though the poorest and least effective for the pupil. It may be needed for the advanced student, to furnish him with bibliographies, stimulus, and hints for his own study, but there is little to commend it when dealing with the younger undergraduates, where all necessary material is well organized in books. If used at all with these students, lecturing should be informal and carried on only after the instructor has aroused the curiosity and interest of the class in some phase of the subject, and may to advantage be replaced with rapid-fire questioning whenever it is evident that attention is lagging or wandering. It should intersperse discussion and should be regarded as information called for by that particular stage of the discussion. As a matter of fact, the term "lecture" itself has by tradition come to be so associated with ennui and somnolence, especially as it has often degenerated into mere droning or inaudible whispering, and undergraduates have so habitually come to regard it as the mark of a "snap" course or as an opportunity to attend to more important matters in the classroom, that some new name should be found for it when it is really intended to call forth genuine cortical action from the student.

Now this is not to say that we must revert to the old-fashioned text-book and the catechetical recitation. Even the lecture method is more virile than this, and we are told that "The female of the species is more deadly than the male." The reading of the pupil must be wider than material contained in any one treatise and the subject, rather than the particular author's organization of it, should be pursued. So much has been said concerning the developmental method and the necessity for raising problems and stimulating motives and interest that there is little place for it here. It may not come amiss, however, to point out that the very careful systemization, logical arrangement, and air of finality given by a teacher often prevents the student from attacking the matter as a problem of his own, and thus becomes the ruin of his present or future activity. Through the very careful organization of a course, the student may be quite willing to become thoroughly receptive and have everything settled for him, whereas a course of a more

chaotic and less definite nature, if it does not repel him altogether, may lead him to some efforts toward organization upon his own part. Hence, in the main, the material should be presented psychologically, rather than logically, should present problems, yield only tentative conclusions, and offer the student a chance to integrate and organize the subject for himself, or at least to have it pass through the medium of his own individuality and correlate with his previous ideas.

Possibly at this point the preacher may be asked to make a more particular application of his text. While by established tradition no congregation has the right to issue a challenge of this sort, responsibility may be evaded by stating that, if any class is to be stimulated to productive thinking, its instructor must call forth the activity that is described in Dewey's *How We Think*. Clearly this procedure can be outlined only in very general terms for a group of teachers so expansive, both in grade and specialty, as the present one. But it may be maintained that in the recitation a problem should first of all be generated from the subject to be discussed, and should be of such a nature as to appeal to the curiosity of the class. Various members of the class may then be called upon to offer material that will contribute to a possible solution, or to criticize suggestions already made. These various offerings are then to be examined by the teacher or class and elaborated in all their implications. The teacher should next compare these results with the facts to be explained in the problem, and indicate how far they mark a solution and what still awaits an interpretation. "The five formal steps of the Herbartians?" Not at all, except that, like the formal steps, an attempt is made at a systematic procedure in the discussion. The plan seems to offer the greatest inducement to and latitude for outside reading, is flexible in its application to all subject matter, calls forth genuine interest and reasoning, and is culled from the activities that go to make up the thought process.

But if this does not appeal to any teacher as practical, let it go. If we cannot agree upon methods, probably we are at least in harmony concerning the fact that effective teaching of some sort is desirable and should be secured in our colleges. And upon this at least one constructive suggestion may also be offered, and that is that college instruction can no longer be allowed to wander as it list, but should be subjected to skilled and careful supervision. In the words of a well-known authority, "There is a

bad tradition which largely prevents the inspection and supervision of the work of young teachers by the elders." Later this writer constructively declares: "Class room work of younger men should be observed by elders." And he might have added that the work of older men should likewise be observed. Nor is he alone in this suggestion, for a goodly number of collegiate officials have already been convinced of the necessity for some plan of supervising instruction. Practically all the arguments brought against this step seem to spring from unmitigated tradition and unjustified sentiment. While pedagogy was unknown or still in disrepute, one might indulge in glittering generalities concerning *Lehrfreiheit* and the need of preserving the independence, personality, and genius of college instructors from all onsets of the Gradgrinds, and from all attempts to handicap their Pegasus. It was also held that the opportunity to exhibit without surveillance and constraint his whole-souled devotion to duty enabled the instructional saint to "let his light shine before men" and the students, and cause them to "see his good works" and take pattern after so luminous an example. But now we are getting just a little skeptical concerning the monopoly upon genius, skill, and fidelity possessed by collegiate instructors. They may become somewhat embarrassed and lose a little in freedom and spontaneity through the occasional presence in their classrooms of a clear-sighted critic, but we are inclining toward a slight suspicion that such qualities might at times stand a little pruning without bringing academic freedom into serious jeopardy.

Let us contemplate the group that creeps into the profession or collegiate instruction with but slight adaptability to it, the number of young teachers without professional training or experience, the great investigators who are devoid of interest and ability in teaching, and still worse, the set of instructors, numerically small, but nevertheless in evidence in every college, that have little conscience to stimulate them to obtaining either knowledge or skill, or sometimes to keeping classroom appointments, arriving promptly, or even staying through the hour, and then say frankly whether we believe that the *laissez faire* policy and complete trust in the academic demi-gods have been fully justified. Have we never heard complaints from freshmen who felt disgusted, defrauded, or even outraged by the kind of instruction they were receiving in college when compared with that of the secondary school they had just completed? Surely these youngsters

cannot be considered over-sensitive or hypercritical in such matters. Is it not just within the range of possibility that supervision might detect or sympathetically remedy some of these delinquencies or shortcomings?

Of course, the supervision should be conducted tactfully and sympathetically. It should be done in a spirit of co-operation, help, and support, and the teacher under observation should be made to feel that the criticism was not offered captiously or for the sake of securing counts of deficiency, but for the purpose of enabling him to improve in his chosen profession. A dogmatist, dictator or denunciator would be sadly out of his sphere in supervision. For similar reasons, too, the supervision should be carried on systematically, regularly, and universally, so that any teachers who happen to be under observation at a given time shall not seem likewise to be under suspicion, and appear to their classes in the role of *morituri salutamus*. It seems altogether likely, moreover, that if inspection were carried on in this helpful and organized way and were not overdone, that the estimates and reports of a teacher's efficiency in the hands of the authorities would be more accurate than those which now come to them through the whims of the students, the prejudices of colleagues, or the idle rumors of the academic or outside world.

It may be frankly admitted that the selection of the proper incumbent for an office of inspection and criticism would be difficult. Presidents and deans are already too busy and not infrequently are notoriously poor teachers themselves, and departmental heads are apt to be narrow in their viewpoint and unacquainted with the principles of pedagogy, while an expert in general method is not often sufficiently familiar with the subject matter of the different departments, and his assumption of the ability to teach all teachers to teach might lead to a speedy martyrdom and a crown of glory. But the demand is here and the equipment of a proper officer must inevitably follow. The superintendents and supervisors of common school education were at first very inadequately prepared for their task, but the profession has developed with the need, and, whenever the progress of civilization urgently demands a new vocation, the type is soon differentiated and on duty.

Even now the academic world does possess some men who are conspicuously good teachers themselves, and yet are able to be frank and kindly, and not assume the airs of a superior in criti-

cising. Most of us have at some time or other been blessed with their friendship and believe that it could be extended to the entire institution without ruining it through officialism. Already the conscientious departmental head, the active dean, or the sympathetic president of a small college has frequently been known to rescue the beginner from his own indiscretions and errors, and from the grooves of formalism and intellectual laziness, and even to galvanize the more mature routine teacher into pedagogical life. How much more can be done when we have developed a profession of open-minded, tactful, democratic, sympathetic and helpful experts in method! The day of judgment is at hand, brethren. "Bring forth, therefore, fruits worthy of repentance, and begin not to say within yourselves, We have Abraham to our father." We must make a more conscious effort to improve college teaching, and the necessary information, co-operation and comparison must soon be forthcoming through the supervision of a skilled and sympathetic official.

There is another constructive element, which has hitherto been largely left to chance outside the classroom, that should now be restored to its proper place. This element is the obligation of the collegiate instructor to teach the student how to study. Most young people have not learned this art, even by the time of college entrance. It is questionable whether they have a very clear idea as to what the term "study" implies, beyond the matter of reading through the assignment a greater or less number of times. Surely we could perform a great service for the freshman, if not the senior, by indicating what are the factors in effective study, and how to secure them successfully and economically. Very few colleges have yet undertaken such an important step.

This need not imply a thorough course in the psychology of the learning process, although such an elaboration might eventually be desirable. But why should not all colleges arrange systematically to give the students a few simple hints about studying and to take some pains to find out whether they are carrying them into action? Surely it would save an enormous expenditure of time even to describe the proper external conditions, such as the right light, temperature, ventilation, chair and desk, and the necessity of having all materials and implements ready and at hand before beginning. Equally simple and important is it to show the student the necessity for adopting a definite place, apart from all disturbance, and a definite hour of the day, when

he is in as good physical condition as possible, and the economy that comes from forming such habits. To this might be added suggestions concerning the method of approach, such as the advantage in reviewing the previous lesson while the discussion and explanations of the class-hour are still fresh in mind, and of taking up the advance assignment while thus feeling in tune for it. If the student can further be caused to grasp the importance of working for life purposes, rather than merely pleasing the instructor or securing a pass, and of creating a real motive or motives and genuine problems in studying each lesson, tremendous gains in teaching the art of study will be accomplished.

An even finer discrimination is achieved if the student can be taught to discover the relative importance of the different parts of his lesson, and, while emphasizing the vital and fundamental, give that which is subordinate and only temporarily valuable just sufficient attention to retain it for the time being. Where the material is at all complicated or lengthy, the student should be taught the necessity of making outlines. Some of the economic principles of memorizing, such as the advantages of rational association and of reading any material to be memorized verbatim as a whole, rather than by parts, and aloud rather than silently, may also be made clear. Finally, as to the length of time to study at one period, the student should learn how to "warm up" rapidly, how to study long enough to secure the advantages from "warming up," without carrying his activity to the point of fatigue and so fluctuating attention. But if, further than this, instead of concrete suggestions from the outside, a brief course of one hour for a single semester, like that recently offered at Harvard, can be given upon "how to study," in which the students, by means of judicious problems, develop the principles of study for themselves, it will pay for itself many times over in the economy of time and the success of the students.

There are still many constructive elements for the classroom that might be discussed. These would include a variety of practical suggestions as to producing economy in learning, standardization of the mechanics of classroom management, avoidance of early unfortunate impressions of the instructor that never fully disappear, the recognition and separation of the various groups of ability within the same class, and a variety of other features. Most of these have been worked out in one way or another, through training or experience, by a host of real educa-

tional craftsmen and investigators, who do, after all, exist, though in the minority, in every college. Perhaps some of them should be allowed to discourse later, for the present speaker lays no claim to being "Sir Oracle." The name of the constructive elements in the classroom is "Legion," but this paper must close. As a young Italian friend of ours once remarked: "'Tis not so deep as a well, nor so wide as a church door; but 'tis enough, 'twill serve."

3 *The Test of Real Values.*

PROFESSOR CHARLES JOSEPH TILDEN, JOHNS HOPKINS UNIVERSITY.

In the preface to a book of mathematical tables, published in the middle of the last century, there appears this paragraph:

"Teach the lad how to obtain results, and you inspire him with the surest stimulus to investigate and apprehend the nature of the process. Imbue him with the spirit of accuracy, and you give him a taste for definite and precise thought, which is the solid foundation of true science, and one of the best antidotes to the laxity of reasoning and vagueness of research with which the atmosphere of the times is infected."

This is dated Cambridge, 1849, and was written by Benjamin Pierce, the brilliant mathematician and professor at Harvard. The criticism in the concluding phrase has a sound familiar to the ears of most of us. Perhaps we do not hear so much about "vagueness of research" as about the failure of schools to educate, and the inability of our graduates to do anything accurately and carefully, but the shaft is certainly directed at the educational process, and suggests that even two or three generations ago all was not satisfactory to the schoolmen. The suggestion that the student should be required to "obtain results" or achieve something by his own individual effort, is an interesting commentary on the lecture system so much in use at present.

Within the past year Professor Swain, of Harvard and the Massachusetts Institute of Technology, has expressed his opinion of the American college in vigorous terms. Although his viewpoint is that of the teacher of engineering, his criticism applies to the academic side as well as the professional. He looks upon the average college graduate as having far too much conceit and self-assurance, and believes that not infrequently the college "educates nearly all the common sense out of a man." "The collegiate standard of accuracy, of thoroughness, of achieve-

ment," says Professor Swain, "is lower than that of the commercial and business world. The average college graduate knows nothing accurately or thoroughly, cannot think logically or observe correctly, has not gained habits of accuracy, and does not know how to obey orders."

Most college teachers will be inclined to bristle up pretty sharply at this, for each one of us can point to dozens of our disciples who have made good records in college and successful citizens thereafter. We may fairly resent the implication that our teaching is not thorough or accurate, or that those who sit in our classes and listen to our lectures are thereby likely to have the important faculty of common sense seriously impaired. One can always criticise, and the two professors whom we have quoted, although separated by two-thirds of a century, are critics, each in his own day, who set standards that are impracticable, if not, indeed, undesirable.

It would be comfortable to leave it this way, but we cannot. We know that the life of the average college undergraduate is a gentle and an easy life, and, moreover, that it is a peculiarly undisciplined life. We have really worked very hard to make everything easy for college students and anything which savors of mental discipline or intellectual rigor is generally pretty carefully sugar-coated before it is administered. Professors like to be popular, and one test of the popularity of a course is the number of students it attracts. Now, while this may measure popularity, either of the professor or the subject, it does not necessarily measure educational value. An educational process that has no sort of discipline in it is lacking in a rather vital element.

There are few of us who have not a fairly definite idea of what the college ought to do. It ought to put a boy in better shape for living a useful life as an American citizen. It ought to give him a clearer view of civic and industrial processes, and the part that he must play in those processes. It should, of course, open his mind to the things that make for the better enjoyment of life, such as literature and art, it should train him in expressing his ideas in his own language, and give him some knowledge of the customs and languages of peoples other than his own. All this means teaching a wide variety of subjects, and so curricula are constructed, and the little portions of each branch of science, art, literature, history, etc., are arranged in the several

courses of study which go to make up the finished mosaic of the four-year program. When a boy has completed college he has "had" Mathematics and Physics, or Greek and Latin, he has "done" his English or his Ancient History, he has "got his credit" in French literature or in Calculus, or in Roman Law, and if he has the proper number of "credits" we stamp him with the official hall-mark of his alma mater, give him the diploma which certifies that he is college-bred—and take our vacation.

Thus, in brief, the process; what about the product? I shall not attempt to discuss the question of whether a man is better for having had four years of college than if he had gone at once into business. But there are certain facts about the world outside of college walls and its relation to the college, that make one think. One of these is that on leaving college a graduate must begin his lifework at about the wage level of a day laborer; indeed, many work for even less than their fellow-citizens with pick and shovel. Another fact is that some employers have expressed themselves as dissatisfied with college-bred men. One successful business man, employing normally from thirty to forty technical assistants, was quoted recently as finding that his work had suffered so much "from the employment of undisciplined college graduates that he makes a practice of securing West Point and Annapolis graduates wherever possible, and as a second choice takes technical graduates who have worked their own way through college." Other business houses are said to make a practice of choosing their college-bred employees from among those who have been prominent in athletics. In a word, those who use and pay salaries to college graduates want them to have something that the regular curriculum does not seem to furnish; something that they do get at West Point and Annapolis, and that is supplied in some measure at least in the experiences of the football field, or in the stress of earning one's living while going to college. Isn't it pretty clear that in making easy the way of the student we are depriving him of a valuable asset in after life, and that the lack of discipline in American colleges is a very serious drawback to their usefulness in the community?

By discipline I do not, of course, mean merely right conduct in class-room or study-hall; failure in this respect is generally due to thoughtlessness and may be readily corrected if handled sharply and promptly. The discipline needed in most of our colleges is the kind exemplified at the Military and Naval Acad-

emies and similar high-grade schools, and in those college courses—unfortunately too few—in which a high, exacting standard is set and maintained. It is, perhaps, questionable to what extent military drill should be introduced generally in schools and colleges; personally, I believe that a certain amount of it is highly desirable, and that no other means have yet been proposed that will successfully accomplish the same beneficial results. It makes the student feel that he is part of a highly organized system, tried out and perfected through generations, which has for its first object the complete control and subordination of body and mind. This discipline of body and mind, and the necessity of keeping both constantly on the alert and ready to respond quickly and exactly to orders, is of immense value. The similar advantages that result from the concentrated drill of the football field are largely offset by pretty serious disadvantages. Only a small number of students, relatively, can play the game enough to get the full benefit of it, and the accompanying phenomena of exaggerated hero-worship, wasteful extravagance in the expenditure of large gate receipts, and the like, are evils too well known to need comment. Still, there is that in football which gives most valuable training, and not the least of our problems is either to make that available to the main body of undergraduates, or else to supply a satisfactory substitute.

In connection with this matter of drill it may be worth while to relate an incident of last summer's camp at Plattsburgh which is of interest as showing the view of modern education held by some college graduates. As you all know, the course of instruction offered by the Government in those camps is as vigorous and exacting as the most strenuous apostle of discipline, both mental and physical, could desire. Although the program is the same in general outline for all attendants, the individual company commanders have certain discretion as to details, and carry out their instructions with a greater or less degree of military vigor. Of the six or seven thousand who attended the July camp last summer, one hundred and thirty-two men will probably be unanimous in saying that H Company of the Sixth Training Regiment got its full share of military discipline in that busy four weeks. One evening just before retreat I was talking to one of these men, a college graduate of three or four years' standing, who bitterly criticised the policy of the camp. "Why do they spend so much time," was the burden of his complaint, "in put-

ting us through this manual of arms, marching us around the parade ground and making us do all these things over and over again? Why don't they teach us something about the art of war, instead of leading us around the country, over hills and through woods and bogs, with that heavy pack on our backs?" In a word, he wished to absorb his military training as he had acquired the greater part of his college training,—while sitting in a comfortable chair listening to an interesting lecturer. There was little to say in reply, for he had missed the great lesson which the Plattsburgh idea is designed to teach, but as we turned to our places and stiffened into silence at the familiar command of "H Company, Attention!" there came to mind the resentment of the leper Naaman, "Are not the rivers of Damascus better than all the waters of Israel? May I not wash in them and be clean?"

Lack of bodily discipline is unquestionably a serious one, but much more serious in our college curricula is the lack of intellectual discipline. In far too many undergraduate courses there is no really hard, creative work required of the students. The lecture system is partly to blame for this; it is easy for a well-equipped specialist in a given subject to talk interestingly on that subject three or four times a week, and still easier for his students to listen to him. But it is very difficult for the teacher to hold the student to a high standard of achievement, to make sure that those who have been exposed to the education which he purveys have really gotten it into their systems. To maintain a standard of this kind means that students who have not thoroughly mastered the subject must be turned back and made to do the work over again, no matter how large a proportion of the class may be affected.

A relentless and unequivocal standard of this sort is the beginning of discipline. Without it there cannot be hard effective class work. Under existing conditions, however, there are serious difficulties in the way of a general establishment of such standards in undergraduate work. One is the belief, on the part of many governing or administrative boards, that the teacher is largely responsible for the failure of his students, and that the instructor who does not pass the greater part of his class is thereby proven unfit. A natural question for the individual teacher to ask is, what proportion of my students may from year to year be plucked? and as if in direct answer there came several years ago the widely published figures of Karl Pearson, based

on thousands of college marks, which told us the proper percentages of excellent, good, passed, failed, etc. based on the large totals which had been collected and studied. These percentages were gladly accepted as a satisfactory norm, and more than one teacher has adjusted his final reports so that they shall not depart too far from Pearson's figures. A professor told me once that he deliberately changed his standards from year to year, raising them when he had a bright class and lowering them for a stupid class, so that his class records should always follow the accepted curve with a fair degree of closeness.

The root of this evil is two-fold. First is the desire for numbers which is so characteristic of our American colleges. It is the easiest measure of success and is popular and generally accepted. "How many students have you?" is one of the first questions asked about any institution of learning. To set standards that are too high would reduce the numbers, and those in control are not willing to have that happen. Secondly, there is the pernicious system we have of granting degrees solely on the basis of college credits, generally without much regard to the quality of work done. The A. B. degree is sold over the Registrar's counter, price, 120 credit hours, or whatever the unit may be. Even where some account is taken of quality of work the ratio of high scholarship is surprisingly low. As compared with the quantity of work demanded it is almost negligible. As long as such conditions obtain it is extremely difficult to hold high standards in the class-room.

But the test of the real value of the college will be applied, and is being applied, by those men in active business and professional life who look to the colleges to furnish their high-grade assistants. College graduates who enter work of this kind, as most of them do, will find that they must have something more than a coating of culture, or a cultivated aptitude for literature or science. A thoroughly trained, well disciplined mind, capable of sustained and well directed work, is the greatest asset that a young man can have, and in order to reach the highest pitch of usefulness to the community this must be set in an equally well-trained, well kept and highly disciplined body. The familiar *mens sana in corpore sano* of Juvenal is not sufficient; the modern test is active rather than passive, dynamic instead of merely static. The mind must be disciplined as well as sound, the body, also, disciplined and subject to quick and accurate control in

addition to being healthy. And these things are more to be desired than numbers, for the college that can turn out one man a year of this type is making a greater gift to the Nation than if it graduated a hundred mediocrities.

General Discussion.—Mr. Eugene R. Smith (Park School, Baltimore) stated his belief that the consideration of real values was not limited to the feature of subject matter, strong as was his faith in the value of the subjects that are traditional. Preparation for citizenship must not be the whole aim in education; we must consider as well the individual and his happiness as a member of the community. More important than the course of study or methods is the spirit behind education. Unless we furnish the boy and the girl a means of self-expression, high ideals towards which that expression should aim, initiative, a sense of fair dealing, the unselfishness that looks to the betterment of every one around him, we are not giving real values in education.

Dr. Jonathan T. Rorer (William Penn High School) called attention to the enlargement of the opportunities for leisure that had come with the reduction of the hours of employment to eight and the consequent necessity of educators keeping the best traditions, and ideals that are broad and long. He also spoke in defence of the lecture method when wisely used. The real object of education he declared to be the making of human beings, not all alike, but distinct individuals. His plea was for enthusiasm, for inspiration in teaching, making each subject, no matter what it may be, one that really lives.

Principal John Sharpe (Blair Academy) gave as his conception of real values the boys and the girls rather than subjects and methods. Methods studied from the standpoint of methods alone will result in the formality of a machine; real progress will come when we originate the method in the very personality of the boy we are to teach.

Professor Marion E. Whitney (Vassar College) spoke of the frequent complaint that pupils do not know how to study when they enter school or college; whereas it is to learn to study that they come to school or college. We are trying to have students come to us prepared in the very thing that we are there to teach them. She also suggested that every instructor should teach three or four years in the secondary schools before beginning college teaching.

President Hollis Godfrey (Drexel Institute), in endorsing what Principal Sharpe had said regarding the human equation in teaching, related some of his own experiences in getting through the wall of education by personal interviews and correspondence with his undergraduates. He reduced the educational problem to two questions: first, what the boys and girls want to do; second, what we want to do and can do for them.

Miss MacVay (Wadleigh High School) proposed the occasional exchange of teachers between the secondary schools and the colleges as a practical means of enabling educators to get both viewpoints.

MISCELLANEOUS BUSINESS

First Session, Friday, December 1.

The President appointed the following temporary committees:

On Audit, Registrar James G. Miller, Principal Edward C. Wilson.

On Nomination, Secretary S. B. Linhardt, President Hollis Godfrey, Principal Eugene R. Smith, Commissioner Augustus S. Downing, Principal Walter W. Haviland.

THIRD SESSION

Saturday, December 2.

Business meeting, President Puncheon in the chair.

REPORT OF THE EXECUTIVE COMMITTEE.

Your Committee begs to report that since the Convention of 1916 the Dobbs Ferry High School has resigned its membership and the Moravian Parochial School, Bethlehem, Pa., and the St. Agnes School, Albany, New York, have been dropped for non-payment of fees. Linden Hall Seminary, now under new management, has been relieved of its obligations for 1913-15 and permitted to continue in the Association upon payment of dues for this past year. Additions to the membership not previously reported are: Drew Seminary for Young Women, Carmel, New York; Massee Country School, Bronxville, New York; Evander Childs High School, New York City, and the University of Buffalo. Two other applications have been received but action thereon has been delayed pending the receipt of additional information concerning the equipment and standing of these schools. There are now 195 schools and colleges upon our list; there might well be more.

The affiliated associations invited to meet with us during the annual convention have accepted with the exception of the College Conference on English, which deemed it advisable to meet this year in connection with the National Council of English Teachers, now in session in New York City.

At the request of Professor Nicholson of the New England Certificate Board, President Puncheon appointed two delegates to meet in conference with the representatives of the three associations which have formulated lists of schools approved for the certificate privilege. Professor George Gailey Chambers and Principal John Denbigh, were the representatives appointed.

It was the judgment of the Committee that, in view of the high cost of printing, the Secretary be authorized to reduce still further the size of the Annual Proceedings by additional condensation of the remarks made in general discussion at the Convention. For the same reason it was deemed impossible to devote any space to

a published summary of the meetings of the affiliated associations or of the round table conferences.

The Committee acknowledges with thanks the gracious invitation received from President MacCracken and the faculty of Vassar College to hold the 1917 meeting at Poughkeepsie under the auspices of that college.

GEORGE WM. MCCLELLAND, *Secretary*.

ANNUAL REPORT OF STANLEY R. YARNALL, Treasurer, in account with

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE
MIDDLE STATES AND MARYLAND, for the year 1915-16,
ending November 29, 1916.

DEBIT.

Balance December 2, 1915.....	\$301.06
Dues from 1 institution, 1913-14.....	5.00
Dues from 5 institutions, 1914-15.....	25.00
Dues from 185 institutions, 1915-16.....	925.00
Dues from 2 institutions, 1916-17.....	10.00
Interest on deposits	14.33
	—————\$1,280.39

CREDITS.

Printing	\$608.28
Postage	18.00
Travel of officers, speakers, Executive Committee, etc.	87.55
Salaries	150.00
Public stenographer and office service.....	109.00
Dues to associations	20.00
	—————\$ 992.83

Leaving a balance in the hands of the Treasurer, November 29, 1916, on deposit with the Girard Trust Company, Philadelphia, Pa.\$ 287.56

Four institutions are in arrears for the dues of 1915-16 only; one institution is in arrears for both 1914-15 and 1915-16; three institutions are in arrears for 1913-14, 1914-15 and 1915-16.

In accordance with the by-laws of the Association institutions are automatically dropped from membership because of non-payment of dues for three consecutive years.

The Treasurer has made an effort to collect the back dues from institutions in arrears and has written several letters to each of them during the year.

REPORT OF THE AUDITING COMMITTEE.

We have examined the above account and the accompanying voucher and find all to be correct as set forth, the balance being \$287.56.

EDWARD C. WILSON,

December 1, 1916.

JAMES L. MILLER.

REPORT OF THE DELEGATE TO THE CONFERENCE COMMITTEE ON STANDARDS

DEAN F. P. KEPPEL.

The annual conference was held on the 31st of March and practically all of the Associations represented in the Conference were represented by delegates. The new experiment was tried of having a memorandum of the material to be considered prepared in advance, with the result that I think rather more ground was covered than usual at the conference. Professor Nicholson of West End, reported the results of a conference called under the auspices of this committee and that is the conference to which reference was made by the Secretary. As the conference did not complete its work, another conference is to be called during the present year.

A special committee was appointed to consider the following resolution adopted by the Conference committee: "That it is desirable that the experience of representative institutions with reference to admission to advanced standing in college be made more generally available and that a committee of five, the membership of which shall be in part from this committee, be appointed by the chair to consider the whole question and report at the next meeting.

At the suggestion of Commissioner Claxton, a committee was appointed to co-operate with the United States Bureau of Educa-

tion in seeing whether it would be possible to define various educational terms which we all use rather loosely, or, at any rate, to make an attempt to do so.

The committee at the suggestion of the secretary of the College Entrance Examination Board approved the tentative assignment of the value of one unit to the Board requirement in mechanical drawing and one-half unit to the board's requirement in Civil Government.

The remainder of the session was devoted to a discussion of the comprehensive examinations as a basis for entrance to college. The Conference decided finally to take no definite action with regard to this type of examination but to study the experience of the present year very closely, particularly these last September examinations, and to be prepared to make definite recommendations at the meeting to be held next March.

REPORT OF DELEGATE, TO THE CONFERENCE OF CERTIFICATING BOARDS.

PROFESSOR GEO. GAILEY CHAMBERS.

By virtue of an appointment by the President of the Association, Miss Puncheon, I had the privilege of attending a Conference at Columbia University on December 29th, 1915, and I beg to present a report of the deliberations at that time.

Mr. John H. Denbigh, Principal of the Morris High School, New York City, was appointed as another representative, but unfortunately, Mr. Denbigh was unable to attend the Conference. However, Dean Frederick Keppel, of Columbia University, was present at the Conference, and was recognized as a representative of the Association of Middle States and Maryland.

You will find attached to this report a statement from Professor Frank W. Nicholson, giving a brief summary of the deliberation:

"The National Conference Committee on Standards of Colleges and Secondary Schools, at its last meeting in February 1915, voted to call a conference of delegates of associations of colleges and secondary schools which have formulated lists of schools approved for the certificate privilege. A meeting of such delegates was held at Columbia University, New York, on December 29, 1915. There were in attendance Dean Wren, President, and Professor Nicholson, Secretary of the New England College Entrance Certificate Board; Mr. L. V. Koons, representing the North Central Association of Colleges and Secondary Schools; Mr. J. Carter Walker, representing the Southern Association of Colleges and Secondary Schools, and

Professor George G. Chambers, of the University of Pennsylvania, and Dean Frederick Keppel, of Columbia University, representing the Association of Colleges and Secondary Schools of the Middle States and Maryland. The latter Association has not as yet drawn up a list of approved schools, but is interested in the subject.

"The delegates of each association explained the methods used and the results obtained in its work of defining and limiting the certificate privilege. The reports varied greatly, as was natural considering the very different conditions in the several districts. The New England colleges, for instance, are all independent of State control, and hence have been able to approach the problem in a far more independent fashion than would be possible elsewhere. It was felt, however, that all the other associations would be interested in a brief statement as to the methods and success of the New England Board, and I was asked to send such a statement, accompanied by a copy of the last Report of the Board, to a number of representative men in the several associations. Such a statement I enclose herewith, and the Report is sent you under separate cover. It is the intention to call another conference of representatives of the same associations in about a year from this time. I shall be glad to supplement this formal statement by sending at any time any further information that may be of interest to you.

Very truly yours,

FRANK W. NICOLSON.

Your representatives of this Association were asked as to the attitude of the institutions forming this Association of the Middle States and Maryland towards the preparation of a list of schools for certificate purposes. They, of course, were unable to answer, but agreed to place the matter before the Association at the next opportunity.

I would, therefore, suggest the advisability of giving an opportunity for an expression of opinion on the wisdom of taking steps to form a list of approved schools by the Middle States and Maryland.

You will notice that it is the intention of the National Conference Committee on Standards to call another Conference. I would, therefore, suggest the consideration of the question as to whether representatives of this Association should be sent to that second Conference.

REPORT OF THE COMMITTEE ON UNIFORM CERTIFYING BLANKS.

The work of this committee began three years ago when Miss Katherine Puncheon, Principal of the Philadelphia High School for Girls, suggested that this Association appoint a committee

to consider the desirability and feasibility of adopting a uniform blank for college entrance certificates. A year later the committee's report stated that the members unanimously concurred in the opinion that a uniform certificating blank was desirable and feasible and recommended that a committee be appointed to prepare a form for approval or amendment which should be as brief and simple as possible. The members of this committee are as follows:

Miss Jessie E. Allen, Assistant Principal of the Philadelphia High School for Girls.

Dr. Thomas S. Baker, Principal of the Tome School.

Dr. George Gailey Chambers, Director of Admissions, University of Pennsylvania.

Mr. David F. Hoy, Registrar of Cornell University.

Miss Katherine E. Puncheon, Principal of the Philadelphia High School for Girls.

Dr. John C. Sharpe, Principal of Blair Academy.

Dr. Charles F. Wheelock, Assistant Commissioner for Secondary Education of the State of New York.

Mr. William A. Alexander, Dean of Swarthmore College, Chairman.

On behalf of the committee I beg leave to present this blank, printed copies of which have been distributed at this meeting*.

The size of the blank is the ordinary letter size, $8\frac{1}{2}$ by 11 inches as recommended by the Carnegie Foundation for the Advancement of Teaching and the National Committee on the Standards of Colleges and Preparatory Schools.

The subjects are arranged in the same order as that of the College Entrance Examination Board. It is the understanding that the ground covered should be the same as that announced by this Board. It will be noted that under No. 1 of Directions the request is made that if the ground covered differs materially from that announced by the College Entrance Examination Board the difference should be stated.

It has been the aim of the committee to prepare a complete blank but to make it as brief and simple as possible. We believe that the submitted form will provide ample information concerning the preparatory record of students applying for admission to college on certificate from those schools which are on the

*Single copies of the Uniform School Record Blank may be had upon application to the Secretary, University of Pennsylvania.

accredited lists of the various colleges and universities. We have endeavored to make a clear and definite form which can be easily filled out.

The first page of the proposed blank is intended to be uniform for all colleges and universities but institutions may add additional subjects if desired.

The second page may be used for either or both of two purposes; namely (1) to ask for additional information not called for on the first page; (2) to convey information to schools in regard to entrance requirements of the college concerned.

Any institution that desires to do so may add a third and fourth page to be used in asking for additional information or for conveying information concerning the requirements for admission.

Madam President, on behalf of the committee I move that the report be received and that the Association through its proper officers submit this certificate to its constituent Colleges and Universities with the recommendation that it be used.

WILLIAM A. ALEXANDER, *Chairman.*

After considerable discussion it was noted that the blank be referred back to the committee for revision with the understanding that by March first it be returned in improved form to the officers of the Association, who shall then take up the question of its adoption with the Colleges and Universities.

REPORT OF THE COMMITTEE TO INVESTIGATE COM-
PARATIVE RECORDS MADE IN COLLEGE BY
STUDENTS ADMITTED TO COLLEGE UPON
EXAMINATION AND BY CERTIFICATES
RESPECTIVELY.

In 1914 and in 1915 this Committee reported the results obtained by examining the records of some 2500 students admitted to a number of different colleges in New England and the Middle States and Maryland. It was not practicable this year to extend this study to other institutions since most of those which could furnish data of value had already done so or had declined for one reason or another to do so. It occurred to us, therefore, that some light might be thrown upon the question if we should obtain the judgment of the heads of secondary schools regarding the selective effect of the two systems of admission and their

bearing upon the preparation of students. We therefore sent out the following questionnaire to about 150 different schools taken at random from among those in good standing, situated with few exceptions in New England or in the Middle States:

1. Does any considerable percentage of your students decide to enter a college admitting on certificate in preference to one admitting by examination solely or primarily on the ground that the former are easier to enter? If so, approximately what percentage.

If so, to what extent does this result in a selection of better students for the colleges admitting only on examinations so far as your school is concerned?

2. Do you find as a rule that students who look forward to examinations are more likely to do their best than those who know they can enter the college to which they wish to go if they stand just high enough in school to receive the school's certificate?

If this is not true as a rule, is it true to any extent, and, if so, to what extent approximately?

3. Do your graduates do better as a rule in colleges which admit on certificate or in those which admit on examination only? What reason do you assign for this result?

It would of course be absurd to suppose that the choice of a college was wholly or primarily determined in most cases by the method of admission. A multitude of other considerations are involved. We hoped at most to find out whether in the judgment of the heads of schools the factor in question was important and if so what its effects were so far as concerned the type of student affected, the influence upon secondary school work and the relation, if any, to college records later made by the different groups of students. If a given method of admission results even slightly in selecting a better type of student or makes for better work in the secondary school the fact is important.

It must be admitted at the outset that the number of cases is smaller than would be desirable, and that in many instances, sufficient data for an entirely satisfactory reply was not in the possession of the school. This last is particularly true of the question regarding the record made in college by the different groups of students. Most schools have not the facts on which to base a reply to this question. A complete satisfactory reply to the first question as well as for the others would be possible only on

the basis of carefully gathered statistics and these are not to be had. The opinion of the head of a school regarding the reasons for the choice of a college attracting many of his students may no doubt be only approximately correct even if he knows his students well. Granting all this, however, it seemed to us that the inquiry was worth making and that the results might at the very least be straws to show the direction of the wind. Replies were received from 115 schools including 4 different types; private schools for boys (48), private schools for girls (27), high schools for girls (8) and high schools for boys and for boys and girls (32).

In every case some sort of reply was given to the first question though in many of the cases the question was not entirely applicable and could not be answered by yes or no. The following circumstances operated to bring about this situation: In some schools every student is required to pass entrance examinations whether he desires to go to a college requiring entrance examinations or not. In a number of schools the students, owing to geographical location or tradition or other circumstances, desire very strongly to go only to certain examining colleges and are not influenced in their choice by the fact that examinations are required. Not to go to a certain college where every one else goes is practically tantamount to giving up college altogether. On the other hand, in other schools for similar reasons students naturally go to certain colleges admitting upon certificate. In some schools the principal reported that the grade required by the school for its college entrance certificate was so high that there was no choice on the score of difficulty between admission on examination and admission by certificate. In one of these for instance it was reported that students did not know until the last year was completed whether or not they could reasonably expect to receive a certificate. The total number of schools affected by one or another of these considerations was 53, including 24 of the 35 schools for girls. So far as the girls' schools are concerned the results as regards the first question are therefore almost negligible, only a few heads of schools admitting that examinations are a factor in a girl's choice of a college. This seems surprising in view of the experience of committees on admission for some colleges requiring examinations who claim that every year girls who fail of admission on examination enter other colleges admitting on certificate. Aside from the schools in which the

question was not applicable a number, ten in all, gave non-committal answers, having no pronounced opinion to offer.

Only a few schools, 20 altogether, gave an estimate of the percentage of cases influenced. The estimates which were given varied from 8 or 10% to 90%. Only a relatively small number replied to the question as to the extent to which examinations resulted in the selection of better students for the colleges admitting only on examinations, 14 in the affirmative, 12 in the negative. Of the 52 schools giving a direct answer to the question 1, 36 or 69.23% replied in the affirmative, i. e. their students are influenced in their choice of a college by the fact that the college admitting on certificate is easier to enter. Of the private schools for boys 73.9% replied in the affirmative, of the public high schools for boys as for boys and girls 66.6% replied in the same tenor. Only 2 public schools for girls answered the question directly, both in the affirmative. Five of the 9 private schools for girls answered in the affirmative. Of those giving an affirmative answer 21.1% stated that the percentage affected was too small.

The comments added to the replies were in many cases interesting and instructive. From the heads of private schools for boys we received the following: "Seldom does a boy of examination calibre enter a certificating college." "Most high percentage students enter examining colleges. Most low percentage students enter certificating colleges." "Rarely does a boy in the lower half of the class go to an examining college." "When a boy obtains his parents' leave to go to a college admitting on his certificate his work begins to fall off." "The poor student has a sure instinct for the college of low and easy requirements." "When unable to enter a college admitting on examination they choose one admitting on certificate." In the same tenor are some of the replies from public high schools for boys. "The better students go to examining colleges," but, it was added, "not on account of the examinations." "Weak boys go on certificate to colleges that will take them. Strong ones are divided." Similarly from private schools for girls: "On the whole those applying at examining colleges are the best students." "A smaller number enter examining colleges but all of good ability." "The better girls go to the examining colleges (but not for that reason)." Opinion was not unanimous however in any of these classes. One private school for boys reports that most of its best boys have gone to colleges admitting on certificate. The

same report is given by two high schools for boys. A principal of a third reports that the examining colleges get the "pluggers." Another reports that 90% of its students enter colleges admitting upon certificate but not because it is easier. The principal of a high school in a New England town in which there is a college admitting on certificate reports that about as many good students are lost by examination as are gained by them, many of the better students not wishing to try the examinations. One strong private school for girls reports that its best students enter colleges admitting on certificate but that their choice is not determined by the fact that those colleges admit on certificate. Another is of the opinion that subjects count more than examinations. One holds that colleges requiring examinations secure a larger proportion of sturdy, hard-headed students but only to a slight degree the better students.

About five-sixths of schools answering replied to question 2 which was as follows:

"Do you find as a rule that students who look forward to examinations are any more likely to do their best than those who know they can enter the college to which they wish to go if they stand just high enough in the school to receive the school's certificate.

If this is not true as a rule, is it true to any extent, and, if so, to what extent approximately?

Of these 52 replied in the affirmative, 4 saying that the influence was slight; 34 replied in the negative, the high grade required for the certificate being an explanation frequently given. There were relatively few comments from the heads of schools for boys, whether public or private. One well-known headmaster of many years' experience, from whose school during his administration more than 1000 boys have entered college wrote that he was "astounded that any experienced educator should ask this question (above). As a matter of course, a searching examination at the end of a school course is a tremendous incentive. In fact it is the preponderance of certificate candidates in the graduating classes of our schools that lowers to such a marked degree the standard of scholarship." On the other hand the head of a high school in the same city states that twenty-four years of experience in _____ University (a university which admits upon certificate as well as upon examination) and "twenty-three years in this School in preparing students for such examinations, have

satisfied me that these examinations are wrong in principle and in results. Any examination not conducted by the teacher is a premium upon cram. The teacher leaves off teaching the subject and begins to teach the examiner and his peculiarities—whims even." Of course if entrance examinations usually or frequently meant a given examiner or anybody's whims this opinion would be nearly unanimous. Other comments were as follows: "Examinations work much good to the schools." "College preparatory girls do better work because looking forward to outside examinations." "Examinations stimulate faculty and students." "Our faculty believes that when all colleges require examinations all work will be toned up and weak students will drop out earlier in the course." "We are out of sympathy with the certificate plan." "The girls entering on examinations have had better training, are more careful and discriminating, have self-control and the consciousness of power which comes from facing extramural examinations." "The prospect of examinations stimulates boys more than girls." "Forward looking pupils do best whether with the prospect of examinations or not." "Examinations are a spur but there is a question as to the extent to which they work for a period of years before examinations occur." "The prospect of examinations makes students work harder for three or four months before the examinations." "Examinations cause worry and irritation but with no gain."

Direct replies to Question 3 which was "Do your graduates do better as a rule in colleges which admit on certificate or in those which admit on examination only? What reason do you assign for this result?" were relatively few. Eleven replied that the students going to colleges admitting only on examinations did better. Three stated that those entering college admitting on certificate did better. Two stated that there was little difference but did not state what the difference was; thirteen asserted that there was no difference or none that they knew of. There was however a good deal of interesting comment. "Examining colleges are hard to get into but easy to stay in." "A larger proportion of boys entering on certificate do well but a larger proportion of boys entering on examination graduate." "Boys who enter from schools which grant certificates do badly." "The certificate permits a poor grade of scholarship." "Many do well in colleges which admit on certificate because the standards are easy. They often repeat preparatory work in the freshman year." "Boys

who enter on certificate are anxious to maintain the honor of the school and consequently do well." "We have excellent reports from all our girls; only those obtaining honors in school get certificates." Two schools said that their students do about the same in college as in school.

There were also general comments of more or less interest. The headmaster of one of the good schools favors the certificate plan because, as it seems to him, "it favors the boy who keeps coming stronger each year," another believes on the other hand that "college entrance examinations are the only possible standards for secondary school instruction." Several express a preference for the Harvard new plan of examinations or for the Columbia plan which applies similar principles in a different way.

The comments as well as the direct replies make only too evident the absence of a unanimous opinion on the points under discussion. The tenor of the replies varied in part according to the type of school and its geographical location. Strong private preparatory schools for boys in the East were with very few exceptions strongly in favor of examinations and confident of their value and their beneficial influence. A few located in regions where there were rather weak colleges admitting on certificates were most emphatic in the expression of their belief in the superiority of examinations on the points here under consideration. One strong Western school was opposed to examinations and did not believe in them. It was practically alone in this attitude.

The general trend of opinion among private schools for girls was like that in the schools for boys, though one was strongly adverse and a few others did not believe very strongly in examinations.

The views of the public schools were less completely in harmony but on the whole opinions were more favorable to examinations than would ordinarily have been expected. Strongly adverse opinions were few.

The outcome of the study is to show that in a large majority of the schools in which the question was applicable one of the factors governing the choice of a college is the possibility of entering on certificate. Examinations no doubt deter from entering colleges which demand them many good students as well as many poor ones. This is probably true to a considerable extent in schools whose nearest collegiate neighbors are colleges of good

grade admitting upon certificate, as in the West for example. There seems to be little doubt that the prospect of outside examinations does very generally stimulate to better work, though in some instances for only a limited period previous to examinations.

The data regarding the collegiate records of students entering by the different methods is too meagre to supply any basis for a conclusion. This is unfortunate, though not unexpected, since few schools keep track of the college records of their students beyond freshman year. The present study can hardly be said therefore to have added much toward the answer to the question which was given to this committee. There is nothing here, however, which is inconsistent with our earlier reports. But the methods employed in arriving at those reports are, we believe, the only methods which can obtain reliable results. The action of Mt. Holyoke, Smith, Vassar and Wellesley Colleges in adopting a modification of the examination method of admission and in discarding the certificate system confirms our earlier conclusions. The attitude of many of the strongest schools whose business is preparing students for college looks in the same direction. Our problem was not however to determine which is the best method on all counts but which group of students does best in college. The weight of evidence so far as we have been able to obtain it (see last year's report) goes to show that those admitted by examination are less likely to fail and more likely to graduate in the upper part of the class.

ADAM LEROY JONES, *Chairman.*

APPOINTMENTS.

Delegate to the National Conference Committee on Standards,
Dean Frederick P. Keppel.

Delegates to the Conference of Certifying Boards, Professor
Geo. Gailey Chambers, Principal John Denbigh.

Representatives on College Entrance Examination Boards:
Headmaster Wilson Farrand, Principal John Denbigh, Principal
Frank Rollins, Principal Stanley R. Yarnall, Headmaster Dwight
Meigs.

The Secretary was instructed to convey to President Guth,
Dean Lord and the Faculty of Goucher College the appreciation
unanimously felt by the Association of the courtesies and the
pleasant hospitality received at their hands.

LIST OF MEMBERS, 1916-17*

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
Adelphi College.....	Brooklyn, N. Y. (Clifton Pl., St. James Pl. and Lafayette Av.)	Frank D. Blodgett.
Agnes Irwin School.....	Philadelphia (2011 De Lancey Pl.)	Josephine A. Natt.
Albright College.....	Myerstown, Pa.	L. C. Hunt.
Alcuin Preparatory School...	New York City (11½ West 86th St.)....	Miss Grace Kupfer.
Alfred University.....	Alfred, N. Y.	Boothe C. Davis, Ph.D.
Allegheny College.....	Meadville, Pa.	William H. Crawford, D.D.
Allentown Preparatory School.	Allentown, Pa.	Frank G. Rigman.
Arundell School for Girls....	Baltimore, Md. (625 St. Paul St.).....	Elizabeth Maxwell Carroll.
Asbury Park High School....	Asbury Park, N. J.	Frederick S. Shepherd, Ph.D.
Baldwin School	Bryn Mawr, Pa.	Elizabeth F. Johnson.
Baltimore City College.....	Baltimore, Md.	Wilbur F. Smith.
Baltimore Polytechnic Institute	Baltimore, Md. (311 Courtland St.)....	William R. King, U.S.N.
Barnard School for Boys.....	New York City (721 St. Nicholas Av.)..	Wm. Livingston Hazen.
Barnard School for Girls.....	New York City (421 West 148th St.)...	Wm. L. Hazen.
Barringer High School.....	Newark, N. J.	Wayland E. Stearns.
Berkeley Institute.....	Brooklyn, N. Y. (181 Lincoln Pl.).....	Henry White Callahan, Ph.D.
Bethlehem Preparatory School	Bethlehem, Pa.	John M. Tuggey.
Birmingham School for Girls.	Birmingham, Pa.	A. R. Grier.
Blair Academy	Blairstown, N. J.	John C. Sharpe.
Bordentown Military Inst....	Bordentown, N. J.	Rev. Thompson H. Landon, D.D.
Boys' High School.....	Brooklyn, N. Y.	Arthur L. Jones.
Boys' High School.....	Reading, Pa.	Robert S. Birch.
Brearley School	New York City (60 East 61st St.)	Carl Van Doren.
Bryn Mawr College.....	Bryn Mawr, Pa.	M. Carey Thomas, Ph.D., LL.D.
Bryn Mawr School.....	Baltimore, Md. (Cathedral and Preston Sts.).....	Edith Hamilton.
Bucknell University	Lewisburg, Pa.	John H. Harris, D.D.
Bushwick High School.....	379 Evergreen Ave., Brooklyn, N. Y.	Frank Rollins.
Canisius College	Buffalo, N. Y.	Rev. Augustine A. Miller, S.J.
Catholic University of America	Washington, D. C.	Rt. Rev. Thomas J. Shahan, D.D.
Central High School.....	Philadelphia (Broad and Green Sts.)...	Robert Ellis Thompson, Ph.D., D.D.
Chester High School.....	Chester, Pa.	Joseph G. Smedley.
Chestnut Hill Academy.....	Chestnut Hill, Pa.	James L. Patterson.
Colgate University	Hamilton, N. Y.	Elmer Burritt Bryan, LL.D.
College for Women	Allentown, Pa.	William F. Curtis, President.
College of the City of New York	New York City.....	Sidney Edward Mezes, Ph.D., LL.D.
College of New Rochelle.....	New Rochelle, N. Y.	Sister Mary Irene.
College of St. Elizabeth.....	Convent, N. J.	Sister Mary Pauline Kelligar.
Collegiate School	New York City (241 W. 77th St.).....	Arthur F. Warren.
Columbia Grammar School....	New York City (34 E. 51st St.).....	Francis F. Wilson.
Columbia High School.....	Columbia, Pa.	Mary Y. Welsh.
Columbia University.....	New York City.....	Nicholas Murray Butler, LL.D.
Cornell University	Ithaca, N. Y.	J. G. Schurman, LL.D.
Dearborn-Morgan School....	Orange, N. J.	(Miss) C. R. Clark.
Delaware College.....	Newark, Del.	S. C. Mitchell, Ph.D.
DeWitt Clinton High School..	New York City.....	Francis H. J. Paul.
Dickinson College.....	Carlisle, Pa.	James H. Morgan, Ph.D.

* Members are requested to send the Secretary notice of any changes to be made in this list. The only degrees printed are those of the doctorate, in order to ensure correct addressing.

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
Drew Seminary.....	Carmel, N. Y.....	Rev. R. J. Trevorrow.
Drexel Institute.....	Philadelphia, Pa.....	Hollis Godfrey, Sc. D.
Eastern District High School.	Brooklyn, N. Y. (Drigg's Ave. and S. 3d St.).....	William T. Vlymen, Sc.Ph.D. E. J. Becker.
Eastern High School.....	Baltimore, Md.....	
East High School.....	Rochester, N. Y.	
Easton High School.....	Easton, Pa.....	E. C. Brinker, Jr.
East Orange High School...	East Orange, N. J....	Ralph E. Files.
Evander Childs High School..	New York City.....	Gilbert S. Blakely.
Emma Willard School.....	Troy, N. Y.....	Elisa Kellas, Ph.D.
Episcopal Academy.....	Philadelphia, Pa.....	Rev. Philip J. Steinmetz, Jr.
Erasmus Hall High School....	Brooklyn, N. Y.....	Walter B. Gunnison, Ph.D.
Ethical Culture School.....	New York City (Central Park W. and 63d St.).....	Henry A. Kelly. { E. M. Hartman. { T. G. Helm.
Franklin and Marshall Acad..	Lancaster, Pa.....	Rev. Henry Harbaugh Apple, D.D. Friedrich Otto Koenig, J.U.D.
Franklin and Marshall College.	Lancaster, Pa.....	
Franklin School.....	New York City.....	
Friends' Central School.....	Philadelphia (15th and Race Sts.)....	John W. Carr, Ph.D.
Friends' School.....	Park Place, Balti- more, Md.....	E. C. Wilson.
Friends' School.....	Germantown, Phila. (Coulter St.).....	Stanley R. Yarnall.
Friends' School.....	Wilmington, Del.....	Herschel A. Norris.
Friends' Select School.....	Philadelphia (140 N. 16th St.).....	Walter W. Haviland.
Friends' Seminary.....	New York City (226 E. 16th St.).....	Edward B. Rawson. Percival Hall.
Gallaudet College.....	Washington, D. C....	George A. Walton.
George School.....	George School, Pa....	Rev. A. J. Donlon.
Georgetown College.....	Washington, D. C....	Chas. Herbert Stockton, L.L.D.
George Washington University	Washington, D. C....	Samuel E. Osbourn.
Germantown Academy.....	Philadelphia (Gtn.)..	Harry F. Keller, Ph.D.
Germantown High School.....	Philadelphia, Pa.....	Frank Woodworth Pine.
Gilman Country School.....	Roland Park, Md....	W. L. Felter, Ph.D.
Girls' High School.....	Brooklyn, N. Y.....	William Westley Guth, Ph.D.
Goucher College.....	Baltimore, Md.....	
Gunston Hall.....	Washington, D. C. (1906 Florida Ave.)	Mrs. Beverly R. Mason.
Hackensack High School.....	Hackensack, N. J....	George L. Bennett.
Halsted School.....	Yonkers, N. Y.....	Mary Sicard Jenkins.
Hamilton College.....	Clinton, N. Y.....	M. Woolsey Stryker, D.D., LL.D.
Haverford College.....	Haverford, Pa.....	Isaac Sharpless, LL.D.
Haverford School.....	Haverford, Pa.....	E. M. Wilson.
Hill School.....	Pottstown, Pa.....	Dwight R. Meigs.
(Miss) Hills' School for Girls	1808 Spruce St., Phila.	Mrs. Elizabeth Hills Lyman.
Hobart College.....	Geneva, N. Y.....	Lyman P. Powell.
Holman School for Girls.....	Philadelphia (2209 Walnut St.).....	Elizabeth Braley.
Holton Arms School.....	Washington, D. C. (2125 S St.).....	Mrs. Jessie M. Holton.
Hood College.....	Frederick, Md.....	Joseph H. Apple, Pd.D.
Horace Mann School for Boys	Fieldston, N. Y.....	Virgil Prettyman, Ph.D.
Horace Mann School for Girls	New York City (120th St. and Broadway)	Henry C. Pearson.
Howard University.....	Washington, D. C....	Stephen M. Newman.
Hunter College of the City of New York.....	New York City.....	George S. Davis, Ph.D.
Irving School.....	New York City (35 W. 84th St.).....	Louis Dwight Ray, Ph.D.
Jamaica High School.....	Jamaica, N. Y. City.	Theodore C. Mitchell.
Johns Hopkins University....	Baltimore, Md.....	Frank J. Goodnow, LL.D.
Juniata College.....	Huntingdon, Pa.....	J. Harvey Brumbaugh, Ph.D.
Kent Place School.....	Summit, N. J.....	Mrs. Sarah Woodman Paul.
Lafayette College.....	Easton, Pa.....	John H. MacCracken, Ph.D., LL.D.

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
Lansdowne High School.....	Lansdowne, Pa.....	Walter L. Philips.
La Salle College.....	Philadelphia, Pa.....	Brother D. Edward.
Lawrenceville School	Lawrenceville, N. J.....	S. J. McPherson, Ph.D.
Lebanon Valley College.....	Annaville, Pa.....	G. D. Gossard, D.D.
Lehigh University	S. Bethlehem, Pa.....	Henry Sturgis Drinker, LL.D.
Linden Hall Seminary.....	Lititz, Pa.....	Rev. F. W. Stengel.
Loyola School	New York City (65 E. 83d St.).....	Rev. David W. Hearn, S.J.
McDonogh School	McDonogh, Md.....	M. H. Bowman, Jr.
Mackenzie School	Monroe, N. Y.....	Rev. James C. Mackenzie, Ph.D.
(Miss) Madeira's School.....	Washington, D. C. (1330 19th St.).....	Lucy Madeira.
Maher Preparatory School....	Philadelphia (605 Hale Bldg.).....	John F. Maher.
Manhattan College	New York City (Grand Boulevard and 131st St.).....	Rev. Brother Edward.
Manual Training and High School	Camden, N. J.....	Clara S. Burrough.
Manual Training High School	Brooklyn, N. Y.....	Charles D. Larkins.
Maryland State Normal School	Baltimore, Md.....	Miss Sarah E. Richmond.
Massee Country School.....	Bronxville, New York	W. W. Massee.
Mercersburg Academy	Mercersburg, Pa.....	William Mann Irvine, Ph.D.
Mohegan Lake School.....	Mohegan, N. Y.....	{ C. H. Smith. { Albert E. Linder.
Montclair Academy	Montclair, N. J.....	John G. MacVicar.
Montclair High School	Montclair, N. J.....	H. W. Dutch.
Moravian College and Theo- logical Seminary	Bethlehem, Pa.....	Albert G. Rau, Ph.D., Dean.
Moravian Parochial School...	Bethlehem, Pa.....	Charles H. Rominger.
Moravian Seminary and Col- lege for Women.....	Bethlehem, Pa.....	Rev. J. H. Clewell, Ph.D.
Morris High School.....	New York City (Bos- ton Road and 166th St.)	John H. Denbigh.
Muhlenberg College	Allentown, Pa.....	Rev. John A. W. Haas, D.D.
Narberth High School	Narberth, Pa.....	William T. Melchior.
Newark Academy	Newark, N. J.....	Wilson Farrand.
New York Military Academy.	Cornwall-on-Hudson, N. Y.	Sebastian C. Jones.
New York State College.....	Albany, N. Y.....	Abraham R. Brubacher.
New York University.....	New York City.....	Elmer Ellsworth Brown, LL.D.
Northeast High School for Girls	Philadelphia, Pa.....	William D. Lewis.
Northeast Manual Training High School	Philadelphia, Pa.....	Andrew J. Morrison, Ph.D.
Packer Institute	Brooklyn, N. Y.....	Edward J. Goodwin, Ph.D.
Peddie Institute	Hightstown, N. J.....	Roger W. Swetland.
Penn Hall	Chambersburg, Pa...	F. S. Magill.
Pennsylvania College	Gettysburg, Pa.....	W. A. Granville.
Pennsylvania State College...	State College, Pa...	E. E. Sparks, Ph.D.
Perkiomen Seminary	Pennsburg, Pa.....	Rev. O. S. Kriebel.
Philadelphia High School for Girls	17th and Spring Gar- den Sts.....	Katherine E. Puncheon.
Philadelphia Normal School for Girls	Philadelphia, Pa.....	J. Eugene Baker.
Princeton University	Princeton, N. J.....	John G. Hibben, LL.D.
Ridgefield Park High School.	Ridgefield Park, N.J.	Oscar E. Swanson.
Riverview Academy	Poughkeepsie, N. Y.	Joseph B. Bisbee.
Rutgers College	New Brunswick, N.J.	W. H. S. Demarest, D.D.
St. Agatha	New York City (553 West End Ave.)...	Emma G. Sebring.
St. Agnes School.....	Albany, N. Y.....	Matilda Gray.
St. John's College	Annapolis, Md.....	Thomas Fell, LL.D.
St. John's College, Fordham University	New York City.....	Rev. Thomas J. McClosky.
St. John's School	Manlius, N. Y.....	William Verbeck.
St. Lawrence University	Canton, N. Y.....	Rev. Almon Gunnison, D.D., LL.D.

INSTITUTION.	LOCATION.	HEAD OF INSTITUTION.
St. Luke's School	Wayne, Pa.	Charles Henry Strout.
St. Paul's School	Garden City, L. I.	Walter R. Marsh.
St. Stephen's College	Annandale, N. Y.	Rev. William C. Rodgers, D.D.
Schuylkill Seminary	Reading, Pa.	Warren F. Teel.
Shady Side Academy	Pittsburgh, Pa. (5035 Castleman St.)	Luther B. Adams.
Shippen School	Lancaster, Pa.	Emily R. Underhill.
Sidwells' Friends' School	Washington, D. C. (1811 I St., N. W.) ..	Thomas W. Sidwell.
Springside	Chestnut Hill, Pa.	Miss C. S. Jones.
State Model School	Trenton, N. J.	James M. Green, Ph.D., LL.D.
State Normal School	West Chester, Pa.	G. M. Phillips, Ph.D.
Staten Island Academy	New Brighton, N. Y.	Frank R. Page.
Stevens Institute of Technology	Hoboken, N. J.	Alexander C. Humphreys, LL.D.
Stuyvesant High School	New York City (345 E. 15th St.)	Ernest R. Von Nardroff, Ph.D.
Swarthmore College	Swarthmore, Pa.	Joseph Swain, LL.D.
Swarthmore High School	Swarthmore, Pa.	H. Chalmers Stuart.
Swarthmore Preparatory School	Swarthmore, Pa.	Arthur H. Tomlinson.
Syracuse University	Syracuse, N. Y.	Rev. Jas. Roscoe Day, S.T.D., LL.D.
Temple College	Philadelphia, Pa.	Rev. R. H. Conwell.
Thurston Preparatory School ..	Pittsburgh, Pa. (Sha- dy Ave.)	Alice M. Thurston.
Tome School for Boys	Port Deposit, Md.	Thomas S. Baker, Ph.D.
Trinity School	New York City (147 W. 91st St.)	Rev. Lawrence T. Cole, Ph.D., D.D.
Union College	Schenectady, N. Y.	Charles Alexander Richmond, D.D.
University of Buffalo	Buffalo, N. Y.	Bernard Carter, LL.D.
University of Maryland	Baltimore, Md.	Edgar F. Smith, Sc.D., LL.D.
University of Pennsylvania ..	Philadelphia, Pa.	Samuel B. McCormick, D.D., LL.D.
University of Pittsburgh	Pittsburgh, Pa. (Grant Blvd.)	Rush Rhees, LL.D.
University of Rochester	Rochester, N. Y.	John H. Finley, Ph.D., LL.D.
Univ. of the State of N. Y.	Albany, N. Y.	George L. Omwake, Ph.D.
Ursinus College	Collegeville, Pa.	Henry Noble MacCracken, LL.D.
Vassar College	Poughkeepsie, N. Y.	Stuart H. Rowe.
Wadleigh High School	N. Y. City (114th St. and 7th Av.) ..	Frederick W. Hinitt, D.D., LL.D.
Washington and Jefferson Col- lege	Washington, Pa.	James W. Cain, LL.D.
Washington College	Chestertown, Md.	Werner E. De Turck.
Waynesboro High School	Waynesboro, Pa.	Kerr D. Macmillan, Ph.D.
Wells College	Aurora, N. Y.	R. W. Reckard.
West Chester High School	West Chester, Pa.	David E. Weglein.
Western High School	Baltimore, Md.	Edith C. Wescott.
Western High School	Washington, D. C.	William M. Bennett.
West High School	Rochester, N. Y.	Parke Schoch.
West Philadelphia High School for Girls	47th and Walnut Sts. Philadelphia, Pa.	Thomas K. Brown.
Westtown Boarding School ..	Westtown, Pa.	Richard M. Jones, LL.D.
William Penn Charter School ..	Philadelphia, Pa.	W. D. Lewis.
William Penn High School for Girls	Philadelphia (15th and Wallace Sts.) ..	B. C. Conner.
Williamsport Dickinson Sem- inary	Williamsport, Pa.	A. Henry Berlin.
Wilmington High School	Wilmington, Del.	Ethelbert D. Warfield, LL.D.
Wilson College	Chambersburg, Pa.	Rev. L. L. Sprague, D.D.
Wyoming Seminary	Kingston, Pa.	Rev. Thomas White, S.J.
Xavier High School	New York City (30 West 16th St.)	John H. Schwacke.
Yeates School	Lancaster, Pa.	William A. Edwards.
Yonkers High School	Yonkers, N. Y.	Charles H. Ehrenfeld.
York Collegiate Institute	York, Pa.	
Miss Ella Gordon Stuart	Germantown, Phila. Pa. (155 W. Wal- nut St.)	

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- ALLEGHENY COLLEGE, *Meadville, Pa.* William H. Crawford, President.
 ALLENTOWN COLLEGE FOR WOMEN, *Allentown, Pa.* Mrs. Julia B. Hensel,
 Clara E. Searle.
 BALTIMORE CITY COLLEGE, *Baltimore, Md.* Percy S. Kaye, Carl Otto
 Schoenrich, B. Wheeler Sweany, J. Konrad Uhlig.
 BALTIMORE POLYTECHNIC INSTITUTE, *Baltimore, Md.* Edward Reisler, W.
 H. Wilhelm.
 BAYONNE HIGH SCHOOL, *Bayonne, N. J.* D. W. Robinson.
 BIRMINGHAM SCHOOL, *Birmingham, Pa.* Preston S. Moulton.
 BLAIR ACADEMY, *Blairstown, N. J.* John C. Sharpe.
 BOONSBORO HIGH SCHOOL, *Boonsboro, Md.* Raymond E. Staley.
 BORDENTOWN MILITARY INSTITUTE, *Bordentown, N. J.* S. W. Landon.
 BOYS' HIGH SCHOOL, *Frederick, Md.* Mary C. Ott.
 BRISTOL SCHOOL, *Washington, D. C.* Alice A. Bristol, Miss Olympe D.
 Trabue.
 CALVERT HALL COLLEGE, *Baltimore, Md.* T. J. Murphy.
 CAMDEN HIGH SCHOOL, *Camden, N. J.* Viola M. Blaisdell.
 CATONSVILLE HIGH SCHOOL, *Catonsville, Ind.* Mary O. Ebaugh.
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 Virginia C. Gildersleeve, Dean; Charles C. Grove, William A. Hervey.
 DICKINSON COLLEGE, *Carlisle, Pa.* J. H. Morgan, Henry M. Stephens.
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 EASTERN HIGH SCHOOL, *Baltimore, Md.* Ernest J. Becker, Principal; Kath-
 erine M. Lewis, Vice-Principal; Harriet E. Ebaugh, Elizabeth M. Maki-
 blinn.
 EAST ORANGE HIGH SCHOOL, *East Orange, N. J.* Ralph E. Files, Principal.
 EASTON HIGH SCHOOL, *Easton, Pa.* Wm. C. Davis, Principal.
 ERASMUS HALL HIGH SCHOOL, *Brooklyn, N. Y.* Geo. E. Baynton, Charles
 S. Estes.
 FRANKFORD HIGH SCHOOL, *Frankford, Pa.* Sarah P. Miller
 FRANKLIN HIGH SCHOOL, *Reisterstown, Md.* Jessie M. Ebaugh.
 FRIENDS' SCHOOL, *Baltimore, Md.* Edward C. Wilson, Principal; Harry C.
 Stephen.
 FRIENDS' CENTRAL SCHOOL, *Philadelphia, Pa.* Dr. John W. Carr, Principal;
 George L. McCracken.
 FRIENDS' SELECT SCHOOL, *Philadelphia, Pa.* Walter W. Haviland, Prin-
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 GEORGE WASHINGTON UNIVERSITY, *Washington, D. C.* George H. Henning.
 GERMANTOWN FRIENDS' SCHOOL, *Philadelphia, Pa.* Stanley R. Yarnall,
 Principal; H. A. Domincovich, Jane Shoemaker Jones, Irvin C. Poley.
 GERMANTOWN HIGH SCHOOL, *Philadelphia, Pa.* Esther V. Davis, Harton
 S. Greene.
 GILMAN COUNTRY SCHOOL, *Baltimore, Md.* Wm. O. Wychoff.
 GOUCHER COLLEGE, *Baltimore, Md.* Eleanor L. Lord, Dean; John C. Blan-
 kenagel, Herman L. Eheling, Hans Froelicher, Walter J. Gifford, Helen
 O. Mahin, Helen E. Manning, E. C. Tuckeř, Lilian Welch.
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- HARVARD COLLEGE, *Cambridge, Mass.* Byron S. Hurlbut.
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 HOLTON-ARMS SCHOOL, *Washington, D. C.* Jessie Moon Holton, Principal;
 Agnes G. Gae, Frederitia Hodder, Clara Wilson.
 HOOD COLLEGE, *Frederick, Md.* Lillian M. Rosenkraus.
 HUNTER COLLEGE, *New York City, N. Y.* Edgar C. Dawson, C. F. Kayser,
 Emma M. Requa, Helen H. Tauzer, Evelyn Walker.
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 L. S. Hulburt, Charles J. Tilden.
 JULIA RICHMAN HIGH SCHOOL, *New York City, N. Y.* May G. Wendell.
 LASALLE COLLEGE, *Philadelphia, Pa.* Brother Richard.
 LAWRENCEVILLE SCHOOL, *Lawrenceville, N. J.* W. A. Robinson.
 LEHIGH UNIVERSITY, *South Bethlehem, Pa.* Percy Hughes, C. L. Thorn-
 burg.
 McDONOGH SCHOOL, *McDonogh, Md.* John Cameron.
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 Brother Azorias.
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 MONTCLAIR ACADEMY, *Montclair, N. J.* Wm. H. Miller.
 MT. VERNON COLLEGIATE INSTITUTE, *Baltimore, Md.* Wyllys Rede, Presi-
 dent.
 NEWARK ACADEMY, *Newark, N. J.* Morton Snyder, Wilson Farrand.
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 NEW YORK UNIVERSITY, *New York, N. Y.* Marshall S. Brown, John P.
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 PACKER COLLEGIATE INSTITUTE, *Brooklyn, N. Y.* Clara L. Crampton, Helen
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 Francis M. Frelicher.
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 Eloise R. Tremain, Evaline Young.
 PRINCETON UNIVERSITY, *Princeton, N. J.* John Preston Hoskins.
 RAHWAY SCHOOL, *Rahway, N. J.* W. F. Little, Superintendent.
 RUTGERS COLLEGE, *New Brunswick, N. J.* Charles Elliott.
 ST. JOHN'S COLLEGE, *Annapolis, Md.* John B. Rippen.
 ST. PAUL'S SCHOOL, *Garden City, N. Y.* Walter Marsh, Headmaster.
 SIDWELL'S FRIENDS' SCHOOL, *Washington, D. C.* Mr. and Mrs. Thos. W.
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 STEVENS INSTITUTE OF TECHNOLOGY, *Hoboken, N. J.* A. Riesenberger.
 SWARTHMORE COLLEGE, *Swarthmore, Pa.* W. A. Alexander, Dean.

SYRACUSE UNIVERSITY, *Syracuse, N. Y.* Floyd Decker, W. H. Metzler.

TEMPLE UNIVERSITY, *Philadelphia, Pa.* George F. Miller.

TOME SCHOOL FOR BOYS, *Port Deposit, Md.* Frederick S. Henry.

UNIVERSITY OF PENNSYLVANIA, *Philadelphia, Pa.* Frank P. Graves, Dean;
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Crawford, George de P. Hadszits, George H. Hallett, George Wm.
McClelland.

UNIVERSITY OF PITTSBURGH, *Pittsburgh, Pa.* John C. Fettermann, Dean;
S. B. Linhart, Secretary.

UNIVERSITY OF THE STATE OF NEW YORK, *Albany, N. Y.* Augustus S.
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WEST CHESTER HIGH SCHOOL, *West Chester, Pa.* Guy W. Chipman, Prin-
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WESTERN HIGH SCHOOL, *Baltimore, Md.* David E. Weglein, Principal;
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WEST PHILADELPHIA HIGH SCHOOL FOR GIRLS, *Philadelphia, Pa.* Emma M.
Haigh, Mary C. Burchinal, Margaret R. Kollock, Laura H. Cadwal-
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WILLIAM PENN HIGH SCHOOL, *Philadelphia, Pa.* Jessie C. Evans, Mary
A. Evans, Mary L. Root, Jonathan T. Rorer.

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YORK COLLEGIATE INSTITUTE, *York, Pa.* Charles Hatch Ehrenfeld.

